





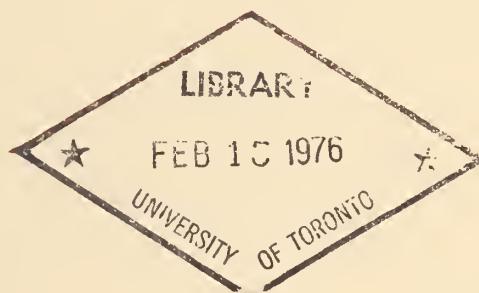
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Government  
Publications

# Education



Report of the Minister of Education  
to the Legislative Assembly of Ontario  
for the fiscal year 1974-75



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**The Report of the  
Minister of Education, 1974-75**

Printed by Order of the Legislative Assembly of  
Ontario

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The Honourable Pauline M. McGibbon  
Lieutenant-Governor of the Province of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the Annual Report of the Ministry of Education for the fiscal year beginning April 1, 1974, and ending March 31, 1975.

This report focuses on the major programs through which the Ministry endeavours to accomplish its four main objectives: the provision of (a) suitable programs, (b) qualified personnel, (c) satisfactory facilities, and (d) equitable financing for elementary and secondary school education in the province.

During the fiscal year under review, the new Special Education Branch was formed, with a Special Services section to develop Special Education policies, provide leadership in this important area, and assist local school boards, through regional office personnel, to develop comprehensive programs and services for exceptional children. The regional offices also began their first year of operation under the new organizational pattern recommended by the Task Force on the Organization of the Ministry of Education.

During the summer of 1974, the first half of a special teacher education program designed to encourage more native people to qualify as elementary school teachers was offered at the Hamilton campus of the Ontario Teacher Education College.

In October, the Ministry gave school boards further encouragement to establish ties with their communities by offering grant assistance for programs designed to increase community involvement in the school and school involvement in the community.

On January 1, 1975, the new Education Act, 1974, came into effect. The new act represents a consolidation of the five statutes that previously provided the legislative framework for elementary and secondary education in the province.

February 1975 saw the release of *The Formative Years*, the new policy statement of the Ministry concerning the goals and curriculum of the Primary and Junior divisions. The document stresses the importance of the basic skills that are such an essential part of a child's education, especially in these early years of formal schooling. *People of Native Ancestry*, a new resource guide dealing with the heritage of the original Canadian people, was also released in February; it is intended for use with both native and non-native students.

Emphasis has been given in this report to the important changes and developments mentioned above. Detailed statistical data on education in Ontario are provided in the new edition of *Education Statistics, Ontario*.

Respectfully submitted,

*Thomas L. Wells*

Minister of Education

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## **Introduction**

Within the structure of the Government of Ontario, responsibility for education rests primarily with the Ministry of Education and the Ministry of Colleges and Universities. The Ministry of Education concentrates on programs that range from the beginning of elementary school to the end of secondary school.

The goal of the Ministry of Education is the attainment of quality and equality in elementary and secondary education for all the people of this province. This goal can best be achieved through the provision of:

- a) a full range of educational, cultural, and recreational programs within its jurisdiction;
- b) qualified personnel for these programs and activities;
- c) suitable facilities for recognized educational activities; and
- d) the equitable distribution of available financial resources to meet the aforementioned objectives.

Responsibility for the achievement of these objectives is shared by the Ministry of Education and the 198 school boards located throughout the province.

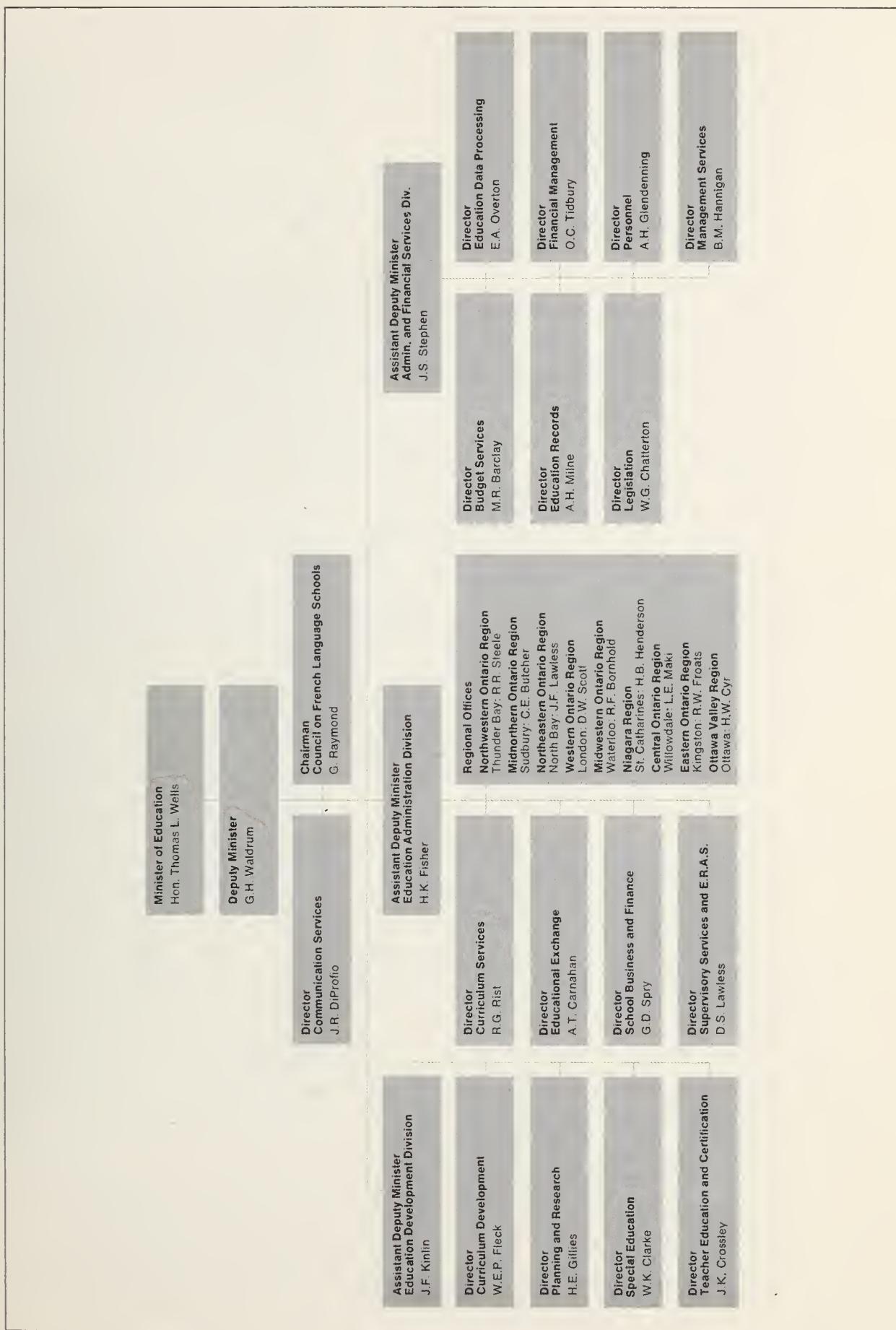
As the British North America Act—in giving the educational mandate to the provincial governments within Canada—recognizes the need for an understanding of local conditions in the structuring of an educational system, so the provincial authority recognizes the tremendous diversity of conditions and needs that exists even within a single province. Thus the provincial government in Ontario has delegated the administration of specified areas of education to local authorities, with the result that school boards have many responsibilities with regard to local educational activity and decision-making.

While the Ministry of Education formulates the philosophy within which educational opportunities are offered, it does so within a framework that takes the views of the educational as well as the general community into account; it must thus have effective channels of communication through which it can be made aware of the views of school board officials.

teachers and other educators, and the general public. It must also have efficient means of interacting with local authorities in order to provide whatever assistance is required in implementing programs and to ensure that the public is being well served by the educational community.

To carry out its obligations to the students of Ontario, the Ministry of Education had a complement of 2474 at the end of the fiscal year. Of these 2474 employees, about 1150 worked in the special schools operated by the Ministry and 120 in the Ontario Teacher Education College; more than 400 served in the nine regional offices that provide direct services to school boards; and just over 100 were professional educators working at Queen's Park on the development of educational programs and curriculum materials. The others were attached to the Correspondence Courses Section or provided administrative and support services in the central office.

# Organization Chart



## **Programs for Education**

One of the stated objectives of the Ministry of Education is to ensure "a full range of educational, cultural, and recreational programs within its jurisdiction". The most important component in the educational system is the student, whose existence creates the need for the system. There is no such thing as "the average student"; each one is an individual with his or her own special needs and expectations. For this reason, the Ministry of Education has long had a policy of endeavouring to provide a great diversity of programs in an attempt to satisfy as many of these individual needs as possible.

### **Curriculum**

The school program in Ontario is divided into four divisions—Primary, Junior, Intermediate, and Senior. The Primary Division includes the Kindergarten years plus three years. The Junior Division covers the next three years, the Intermediate Division the following four years, and the Senior Division the final three years. It is during the Primary and Junior years that the child must learn many of the basic skills that he will need to get along comfortably in society. His early school years are designed primarily to help him understand his environment and to communicate adequately, as well as to prepare him for further studies at the secondary and post-secondary levels.

### **Cyclic Review**

To ensure that our elementary and secondary programs keep pace with the constantly changing needs of society and the student, the Ministry of Education has undertaken to review the curriculum of the various divisions on a rotating basis. The cycle includes input, development, and implementation phases and stretches over six years. For the purpose of cyclic review, the Primary and Junior divisions are combined so that there is a total of three learning divisions to be examined.

The Primary-Junior review input phase began late in 1970, and the implementation stage has just begun. The Intermediate review input stage began in September 1972, and the development phase started in 1974. A substantial review of the Senior Division was undertaken prior to the preparation of the current edition of *Circular H.S.1: Secondary School Diploma Requirements*.

### **Curriculum P1J1**

The input and development stages of the Primary/Junior Cyclic Review culminated in the preparation of a package of materials related to curriculum for the early years of a child's formal education. This package includes a policy statement outlining general expectations with respect to different aspects of the Primary-Junior program; a comprehensive rationale for the program, including suggestions for approaches and procedures that can be used to achieve its objectives; and a series of practical support documents illustrating these approaches and procedures in classroom terms at

various levels and in various disciplines. The policy statement, entitled *The Formative Years*, was released in February 1975, and other materials will be published in the near future. The Primary/Junior Cyclic Review has now entered the implementation stage.

The first resource guide to evolve from the review, *People of Native Ancestry*, was released in February and will be used both in reserve schools and in schools where no native children are in attendance. The guide covers the history and culture of Canada's native peoples and their contributions to non-native society. It is intended to develop a positive self-image in native children and, in non-native children, an understanding and appreciation of the heritage and culture of the original Canadian people. Plans for the implementation of this resource guide include the assignment of one native education officer to each regional office to act as a consultant to the schools setting up programs.

During the 1974-75 school year, all the regional offices have been involved in preparing for the implementation of the new P1J1 curriculum for the Primary and Junior divisions. Some months prior to the publication of the first of the curriculum materials for the new program, the Ministry held a four-day session at Queen's Park to acquaint regional office personnel with the details of the package so that they might be able to assist local school boards in the interpretation of curriculum philosophy and policy, the development of programs based on the guidelines, the preparation of teaching materials, and other aspects of implementation.

The Eastern Ontario Regional Office, for instance, has a P1J1 team which has been working very closely with the school boards in the region on developing plans and preparing the staff for the implementation of the new curriculum. The Northumberland and Newcastle Board of Education held orientation workshops, conducted by Ministry officials from the regional office, which included not only principals and teachers but also trustees and parents. The Frontenac-Lennox and Addington County Roman Catholic Separate School Board conducted similar workshops with the assistance of members of the Eastern Ontario Regional Office. In addition, Eastern Ontario Regional Office P1J1 team members were available to individual schools for at least one day a week from October 1974 to May 1975. Similar orientation programs and preparatory work have been undertaken throughout the province with the assistance of regional office staff in an effort to prepare the schools for the implementation of the new program in September 1975.

### **Secondary School Diplomas**

The Secondary School Graduation Diploma is granted to a student on the recommendation of his secondary school principal once the student has attained a minimum of 27 credits. The student's program is individual, but must include work in four major areas of study—Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts. In addition, four of the 27 credits required for the diploma must be earned in English Studies and two in Canadian Studies. In 1974, 91 851 students received Secondary School Graduation diplomas.

The Secondary School Honour Graduation Diploma is granted to a student upon the recommendation of his secondary school principal when the student has earned an additional six credits in courses acceptable for Honour Graduation. In the school year that ended in June 1974, 40 710 students qualified for the Secondary School Honour Graduation Diploma. Of these, almost 21 per cent received the Ontario Scholar Award, meaning that they attained an average of 80 per cent or better in their six Honour Graduation Diploma credits.

The student usually needs four years in secondary school to complete the Secondary School Graduation Diploma requirements and an additional year to attain the Secondary School Honour Graduation Diploma, but his program may be arranged to be completed in more or less time.

*Secondary School Diploma Requirements*, or *Circular H.S.1*, explains the philosophy behind the secondary school programs offered to Ontario students, and details the diploma requirements and the various ways of achieving the necessary credit courses and other secondary level courses.

The Ministry of Education issues Secondary School Graduation and Honour Graduation diplomas and maintains records of the diplomas granted. In 1974, close to 135 000 entries were added to the records.

The Secondary School Graduation Diploma indicates only the fact of graduation; if a student requires a transcript of individual courses taken and marks attained, he can obtain it from his school principal.

The Ministry also assists in the evaluation of the educational qualifications of elementary and secondary school students coming to Ontario from other provinces and countries.

### **Guidelines**

As of September 1974, the Ministry of Education had released more than 150 curriculum guidelines for use in the Intermediate and Senior divisions. These guidelines cover a very wide range of academic, business, practical, and technical subjects, and many can be used as a basis for individual courses developed locally.

In February 1975, *Canadian Studies: A Supplement to H.S.1 1975-76 and 1976-77* was released. This document very clearly defines the criteria for designating a course as *Canadian Studies*. It also indicates a number of existing guidelines that could be used as the basis for Canadian Studies courses and provides a select bibliography of reports, studies, and resource lists that would be useful in developing such courses.

While the available guidelines have the scope to generate an extensive range of individual courses, a school will occasionally wish to introduce a course that is completely unrelated to any existing guideline or that may originate with ideas in a guideline but varies so much from the general content of the guideline that it must be considered an innovative course. No school or board may offer such a course for credit without having Ministry approval, a procedure that is now handled by the regional offices although the central office of the Ministry is always kept informed of what innovative courses have been approved. Many of these courses use established techniques and approaches but stress new subject material or new areas of emphasis in traditional subjects; others use an experimental approach and involve travel and out-of-school activities.

The approval, testing, and evaluation of innovative courses can lead to the development of new guidelines or the revision and expansion of existing ones. Innovative courses can also take advantage of individual situations and of specific and unusual local conditions. Most importantly, they provide schools the opportunity to satisfy a wide variety of interests and needs, and afford teachers and students the invaluable experience of developing relevant programs together.

The Ministry has compiled a file of innovative courses. A course title and some additional information are entered when approval is granted, and further details such as enrolment figures are added as they become available. This file will be useful not only as a historical record but also in developing future courses.

### **Evaluation**

Every innovative course must be evaluated before a decision can be made to approve it again. Even programs that have been in effect for some time must be reviewed to make sure that they are still relevant. Indeed, the very basis and scope of the Ministry's philosophy of education, the effectiveness of its programs and their implementation, and the efficiency of individual school systems must be constantly evaluated if the Ministry is to maintain its dual goal of quality and equality of education.

Because evaluation is a major concern, the Ministry now provides assistance to school boards in evaluating their school systems. Called the Service for Co-operative Evaluation of School Systems, the service involves both internal and external evaluations undertaken at the request of a school board.

During the 1973-74 school year, the Ministry, in co-operation with local school systems, carried out four pilot projects using the system, as a result of which a number of refinements have been made. Eight school systems requested the evaluation service during the 1974-75 school year. Each project team is composed of local personnel and a co-ordinator from one of the Ministry's regional offices or the central office. For instance, the Superintendent of Supervisory Services for the Midnorthern Ontario Regional Office is Project Co-ordinator on the evaluation team that is currently studying the Manitoulin Board of Education school system.

This co-operative approach to the summative evaluation of school systems is expected to provide a sound basis for educational improvements at all levels in the education system. Seminars like the one conducted in November 1974 by the Supervisory Services Section of the Midwestern Ontario Regional Office ("Evaluation: The State of the Art") demonstrate the usefulness of the Ministry's Service for Co-operative Evaluation of School Systems and thus encourage local school systems to use it.

#### **Circular 14**

All textbooks and school supplies—except books for Honour Graduation courses—are provided for students by the school boards. *Circular 14*, an annual publication of the Ministry of Education, lists textbooks that have been reviewed and approved for use in Ontario schools. When choosing a book in a subject area for which textbooks are listed in *Circular 14*, a school must make its selection from those listed unless permission to use an unlisted book has been granted by the Minister. About 93.4 per cent of the books listed in *Circular 14* for 1975 are of Canadian authorship and manufacture.

*Circular 14* is supplemented during the year by circulars *14A* and *14B* as new textbooks are published and submitted to the Ministry for consideration and listing. Since the publication of *Circular 14B*, 1974, the Ministry of Education has followed the policy of supplying school principals, upon request, with a free copy of any new title listed in the circular. The purpose of this plan is to help each school build up a set of those books listed in *Circular 14* that the principal and teachers feel they may wish to purchase for class use.

The Ministry also publishes a catalogue of Canadian curriculum materials called *Circular 15*.

#### **The Northern Corps**

Because of the diverse conditions that exist in the various regions in Ontario, the activities of the individual regional offices of the Ministry of Education vary considerably. One special service provided by the Ministry and carried out almost entirely by the three offices in Northern Ontario is the Northern Corps — a team of teachers specially trained to serve in isolated areas. Regional office professional staff make frequent visits to Northern Corps schools to help teachers plan their programs and solve specific problems.

Northern Corps schools are located in very isolated areas, some of which are without roads and occasionally without rail service, and as much as a hundred miles from the nearest doctor or hospital. (Medical and dental services are provided by a unit of the Public Health Services, Ministry of Health, which tours these communities regularly.) Despite their isolation, these schools are in communities, and a child rarely lives more than a mile from his school. For the 1974-75 school year, enrolment in Northern Corps schools ranged from 5 to 135, with a total of 640 pupils in 17 schools staffed by 32 teachers.

Size and isolation have not prevented the Ministry from ensuring that these schools are equipped with modern teaching aids, including videotape recording equipment and 16 mm projectors. The regional office resource centre in Sudbury has an extensive collection of teaching materials, including films, filmstrips, videotapes, games, tapes, records, and books. The Thunder Bay and North Bay offices also have some of these materials, all of which are available on loan to the Northern Corps schools. The accommodation, both in the teachers' living quarters and in the classrooms, is usually modern and comfortable, although occasionally living quarters that are separate from the school building have no electricity or indoor plumbing. More than a million dollars was spent by the Ministry during the 1974-75 school year on maintaining and servicing Northern Corps schools.

Each of the three regional offices in Northern Ontario holds a professional development program in the fall specifically for teachers in Northern Corps and other isolated schools. In addition, an intensive one-week orientation program is held by the Ministry each summer for new Northern Corps teachers and teachers of isolated boards. Fifty teachers attended the course held at the University of Western Ontario in August 1974. In addition to providing special teaching ideas and assistance, the course prepares teachers for the various experiences and problems they may encounter in these remote areas.

The teachers attend to minor school repairs themselves, but service people are flown in to take care of major emergencies. All Northern Corps schools can contact their regional office either by telephone or two-way radio. Although one school this year had five teachers and another had four, all others had only one or two teachers. The summer course and the professional development programs have the added benefit of allowing these teachers to realize that they are part of a group providing a special service rather than individuals working in total isolation.

Although Northern Corps schools have many characteristics and problems in common, it is not really possible to choose one and say that it is typical. A description of one school, however, will give some idea of the conditions under which Northern Corps teachers live and teach. Ferland is on the Canadian National Railway line near the north shore of Lake Nipigon. There is no road into Ferland, but the village is only about 30 miles from Armstrong, which can be reached by gravel road from Thunder Bay, about 150 miles to the south. The distance from Thunder Bay to Ferland is less than 200 miles, but train schedules are such that a one-day visit from the regional office necessitates a three-day trip. For this reason, charter flights landing on Ombabika Bay off Lake Nipigon are frequently used, especially in cases of emergency.

Ferland Public School was built in 1968 of aluminum siding. It has two classrooms and an apartment for the teachers consisting of a combined livingroom-kitchen and two bedrooms. Diesel motors generate power and the building is heated by an oil furnace, with the oil and diesel fuel being delivered twice a year. For the 1974-75 school year, Ferland had 34 pupils and two teachers. (Where a school requires two teachers, the Ministry hires a husband and wife team or two men or two women so that only one apartment needs to be provided.) All the pupils at Ferland live within a half mile of the school.

School Section No. 1, MacDuff, includes Grade 9, but all other Northern Corps schools cover Grades 1 to 8 only. Most of the children in Northern Corps communities come from Indian and Métis families who work in hunting, mining, tourism, or government services. Most of them have spent their entire lives in these small, isolated communities. To attend secondary school, the students must move to a larger centre and live away from home. The Ministry of Education offers grants to help these students pay their room and board and gives them a travel allowance so they may return home during school holidays. During the 1974-75 school year the Ministry of Education and the Ministry of Community and Social Services shared the cost of two counsellors stationed in Thunder Bay whose task was to help students from isolated communities adapt to their new environment. The counsellors attained a high degree of success during the school year and helped some 60 students attending secondary schools in the city with social and educational problems.

## French-Language Education

The Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students. The Ministry is also anxious to provide appropriate opportunities for students who wish to become bilingual.

### French-Language Schools

Legislation permits a school board to establish classes or entire schools for the provision of French-language instruction. It *requires* a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is 25; for secondary education, it is 20.

On September 30, 1974, the Province of Ontario had 302 elementary schools and 23 secondary schools offering instruction entirely in the French language. In addition, there were about 40 secondary schools offering part of the curriculum in the French language. Enrolment in French-language instruction programs in the 1974-75 school year totalled nearly 80 000 at the elementary level and over 30 000 at the secondary level. The distribution of this enrolment across the province is shown in the table on page 10.

Ministry of Education services are provided to schools offering French-language instruction through the Council on French-Language Schools and the regional offices. Six of the nine regional offices of the Ministry now have French-speaking supervisory services staff to assist school boards involved in the administration, supervision, or establishment of French-language classes. The other three regions are served by the officers in adjoining regions.

During this past year, the Languages of Instruction Commission of Ontario was established to help settle differences between school boards and parents regarding official minority language education.

### French for English-speaking Students

French was a prescribed course on the secondary school program in Ontario as long ago as 1854. It was a hundred years, however, before elementary schools attended by English-speaking pupils began to introduce French, and in 1966 the Department of Education published a Grade 7 program, its first guidelines for elementary school French. By the end of the decade, the idea of "immersion" in French was firmly established, and many immersion and extended programs are now in existence.

## French-language instruction

Region	Elementary Schools		Secondary Schools			
	Number of Schools	Enrolment	Number of Schools		Enrolment	
			Homogeneous <sup>1</sup>	Mixed <sup>2</sup>	Homogeneous <sup>1</sup>	Mixed <sup>2</sup>
Northwestern	3	583	—	2	—	168
Midnorthern	66	17 222	4	7	4 286	1 272
Northeastern	73	19 054	5	8	5 650	2 609
Western	21	4 429	1	5	100	606
Midwestern	2	290	—	—	—	—
Niagara	8	2 931	2	1	950	47
Central Ontario	13	3 479	1	1	532	265
Eastern	1	96	—	—	—	—
Ottawa Valley	115	32 098	10	15	9 564	4 857
	302	80 182	23	39	21 082	9 824

1. Homogeneous schools are those in which the entire program is designed for French-language students.

2. Mixed schools are those in which part of the curriculum is designed for French-language students and part of it for English-language students.

On June 12, 1973, the establishment of a ministerial committee whose function was to develop improved curriculum and techniques for teaching French to the English-speaking students of Ontario and to review the aims and objectives of French-language courses in our schools was announced. The Ministerial Committee on the Teaching of French presented its report in October 1974. The recommendations of the committee are under review at present.

At the same time, in the Ottawa area, the Ministry is continuing to provide financial assistance for experimental projects concerned with the teaching of French as a second language at varying levels of elementary education. The federal government is also providing financial assistance for the program. In addition, some of the regional offices have become involved in the special projects that their local boards are conducting in connection with their French-language programs.

### Metrication

Because the Canadian government has adopted a policy and implemented a program of conversion to the internationally used metric system, the Ministry of Education feels that our students should be prepared to live in a metric world. For this reason, the Metric Task Force has now been replaced by the Metric Implementation Committee, which has developed a policy statement on metrication that has been distributed to all school boards in the province.

The policy statement provides guidance for the introduction of metric measurements into the curriculum. It also provides for additional grant money during the 1975-76 school year to help school boards finance their metric conversion programs.

The regional offices are already deeply involved in helping schools prepare for and implement their metric programs. Workshops and seminars are being held with administrators, board staff, teachers, and even parent groups. The Atikokan Board of Education's two-day

live-in metric immersion conference was attended by three members of the Northwestern Ontario Regional Office metric team.

In December, the same regional office held a conference in Thunder Bay to develop metrification leaders for each school community in Northwestern Ontario. The participants were prepared for advising their boards on matters of in-service training for teachers and other personnel, curriculum planning, purchasing, and community concerns. Similar programs are being undertaken by all regional offices.

The Eastern Ontario Regional Office has been helping school boards in its region with in-service metric programs for teachers for nearly three years and now finds that most schools are ready to proceed with the implementation of their metric program without much further assistance. The regional office personnel are now working with the school boards on preparing cost estimates for converting tools and machinery in the vocational areas of secondary schools in the region.

Other regions, also, are well prepared for metric conversion. In the Midwestern Ontario Region, the Bruce-Grey County Roman Catholic Separate School Board began the change-over to the metric system in the Junior Division in January 1975. A board-sponsored metric curriculum committee had already developed a guideline and conducted in-service training for teachers and meetings with parents to prepare for the change-over. In May 1974, all schools in the system held a metric week to introduce the new SI (Système international d'unités) measurement system to teachers and pupils.

## Computer Services

Because of the principle of individual programming and the extensive list of courses available to students, the scheduling of student, teacher, and classroom time has become a very complex operation and a laborious and time-consuming task for school administrators. To help solve this problem, the Ministry has developed a computerized student scheduling system.

The Student Scheduling System can provide master student lists; individual student course requests and course request totals; timetables for students, teachers, and classrooms; lists of room, teacher, and student course conflicts; and numerous other reports and data. For the 1974-75 school year, 260 schools were using the Student Scheduling System. It can also be used in conjunction with the Ministry's Integrated School System, a computerized system that focuses on internal school administrative procedures.

The Integrated School System, currently in use in 155 schools, is designed primarily for the collection and reporting of student records. Among other reports and data, it can produce course and class lists; mark collection sheets, course mark lists, student mark summaries, report cards and various other lists compiled according to the school's specifications; student information sheets; and even bus route summaries and address labels.

A new system called ROMUS has been under development for some months. This system can do much of the paperwork involved in operating a student transportation system and provide an extensive range of reports for information or analysis. ROMUS can compute cost breakdowns for boards sharing a transportation system and can also produce much of the statistical data required in connection with transportation grants.

These services are available to schools on a cost-recovery basis and via mail-in or on-line techniques. The Education Data Processing Branch is prepared to train school personnel in data preparation and liaison. Training programs, using the branch's equipment and computer programs, are offered to remote job entry users.

In addition to these systems, which are invaluable in streamlining administrative procedures, the Ministry has also developed a number of programs that can be used by teachers (1) to mark and analyse multiple choice tests and determine their validity; (2) to facilitate the operation of courses in computer science; and (3) to create curriculum tools for a variety of courses such as Mathematics, Economics, Marketing, and other business subjects. The Student Compiles Service was used by nearly 2000 students in more than 35 schools during the past year, and was also used extensively by Sault College in Sault Ste. Marie.

## The Student Guidance Information Service

One of the most useful and most used computer systems developed by the Ministry is one that is of direct value to the individual student in planning his program and his future.

The data bank of the Student Guidance Information Service contains a wide range of information, including (1) descriptions of close to 7000 careers available in Canada; (2) listings of program and course requirements for more than 625 occupations; (3) outlines of programs and courses at 200 post-secondary institutions in Canada. The student who has a very specific career in mind can find out not only where he can get the training needed but also what prerequisites are required for such training. Or a student may wish an answer to as vague a question as: "I like working outdoors and with people, and in a field related to engineering. What can I do?" The SGIS, as it is usually called, will supply a list of possible careers. Again, a student may ask to be kept up to date on changes in a particular course at a particular college or university. Or he may request detailed information about a specific faculty at a particular institution.

The Student Guidance Information Service is already used by almost 275 schools in the province, which means that its store of information is available to over 100 000 students. The information may be obtained in two ways. Generally, the school or board will use the mail-in method: a student fills in one or more request forms asking for the information he wants; these forms are processed in Toronto and the student receives a reply printed on notebook-size paper. In the fall of 1973, experimentation began with direct access to the master computer via terminals in three schools (South Porcupine, Orangeville, and Bowmanville). This experiment proved so successful that there are now seven schools with terminal access to the SGIS data bank. Using the terminal keyboard and video screen, the student can obtain immediate answers to a wide variety of questions; a printout of the information is produced on the associated printer if desired. The Ministry of Community and Social Services and the Canadian International Development Agency also acquired access to the system recently.

The Student Guidance Information Service is designed to relieve guidance counsellors of routine data-gathering duties so that they may spend more time with individual students, helping them to review the information they have obtained from the system and to define long-term career goals and immediate educational needs. SGIS also encourages career discussion among students and between students and their parents and guidance counsellors. The service is provided to schools on a cost-recovery basis.

## **Correspondence Courses and Evening Classes**

The Ministry of Education makes correspondence courses, at both the elementary and secondary levels, available to Ontario residents free of charge. All courses have the same credit value as those offered by Ontario elementary and secondary schools.

Elementary correspondence courses are intended for children of compulsory school age who are unable to attend school for a period of three months or more because of illness or distance from school. This includes Ontario children who temporarily reside (for not more than three years) outside Canada.

The secondary school correspondence course program is an extensive one, offering a wide range of courses in the five years of the secondary school program. It includes special basic courses in English and Mathematics designed for adults who have not had an opportunity to complete elementary school. The courses are available to all Ontario residents (including those who are temporarily absent from the province for a period of not more than three years) who are beyond compulsory school age and not enrolled in a secondary school or who are of compulsory school age but prevented from attending school because of distance or ill health.

Each year, the Ministry issues a publication detailing the courses available through correspondence. The 1974-75 edition of this book describes 120 secondary level courses. Students enrolled in these courses pay only for Year 5 textbooks. At present, about 500 students are enrolled in correspondence courses at the elementary level and over 50 000 at the secondary level. A permanent staff of approximately 120 is required to maintain the correspondence courses program, with close to 750 teachers working on a fee basis marking assignments and advising students on their progress. Provision of the correspondence courses program has cost the Ministry nearly three million dollars during the 1974-75 fiscal year.

Many adults who wish to complete their high school education or to take specialized high school level courses after leaving school prefer the classroom method to correspondence courses. Most secondary schools in the province offer a wide variety of evening classes at a nominal fee to the student.

The credit system has a special provision for mature students (students who are at least 18 years of age and have withdrawn from day school for a period of at least one year) to encourage them to qualify for the Secondary School Graduation Diploma. Mature students who wish to return to day school, attend evening classes, enrol in correspondence courses, or pursue private study may be granted credits on the basis of age, work experience, or courses taken outside the secondary school system.

## **Special Education**

Some variations in educational needs require special attention and specialized programs. The exceptional child may need such special programs throughout his school career, or his need may be greatest in the early years of his schooling. The establishment on July 1, 1974, of the Special Education Branch emphasizes the efforts of the Ministry to achieve its goal of quality and equality of educational opportunity for all.

The new Special Education Branch has four sections: the Ontario Schools for the Blind and Deaf Section, the Developmental Centres Schools Section, the Special Services Section, and the Correspondence Courses Section.

### **The Ontario Schools for the Blind and Deaf**

The Ministry operates three schools for hearing-handicapped children and one for the visually handicapped.

The W. Ross Macdonald School in Brantford, formerly called the Ontario School for the Blind and officially renamed after reconstruction in 1973, is now the largest braille-teaching school in North America and one of the most modern schools in the world for teaching blind students. It has an enrolment of 215 students. In keeping with the idea that blind children need to learn to function in a normal environment, the school makes few concessions to their handicap. Even the curriculum follows the general programs developed for all students in the province and offers a full range of courses from *H.S.1*. A teacher-training program for teachers of the blind is also conducted at the W. Ross Macdonald School.

There are many aspects to the W. Ross Macdonald School's efforts to prepare its blind students to live independently in a sighted environment. A continuous "living skills" program is designed to give the special training these students need to learn to function in a normal environment, away from the relatively "protected" environment of their school setting. Another program concentrates on integrating the blind student into the community. Under this program, two senior girls resided in boarding homes for the entire school year and four students boarded out in the fall term of 1974. To maintain the student's place as a functioning member of his family and community, the duration and frequency of trips home have been increased. Students from Northern Ontario now have the opportunity to fly home at least once a month for extended weekends.

Three new pieces of equipment designed to facilitate reading for visually handicapped children were acquired by the school in 1974. In April, the Optacon was received and a member of the staff was trained in its use by the Canadian National Institute for the Blind in Toronto. This special reading device enables a blind reader to read regular printed books and magazines. The device utilizes an electronic scanner that reproduces the letters in raised form. Students who learn to use the machine and who wish to obtain a post-secondary education will now be able to read a wide range of printed materials. In October, an offset printing press and a special camera for making enlargement plates were delivered to the school. This equipment provides an economical means of increasing and improving the production of large-print books and other materials for the use of visually handicapped students throughout the province.

In November 1974, a three-day seminar was held at the school for teachers who had visually handicapped children among their pupils. Twenty-eight teachers and Special Education consultants from all areas of the province attended the seminar. The Ministry is planning to hold further seminars in the future.

Three films on the W. Ross Macdonald School and its programs were completed during 1974. The films are available to educational and parent groups across Canada.

The Ministry also operates three schools for the hearing handicapped. The Robarts School in London, where day students began classes in September 1973 (residential students were accepted from January 1974) was officially opened in June 1974. This school has the most up-to-date facilities available for the education of the hearing handicapped. It also has a policy of integration with the community, including programs of sports and recreational events with surrounding schools. The Robarts School has a capacity of 250 students, of whom 200 can be accommodated in residence. In the current school year, enrolment comprises 132 resident and 63 day pupils.

The other two schools for the hearing handicapped, at Milton and Belleville, were renamed in 1974 to become the Ernest C. Drury School and the Sir James Whitney School, respectively. These schools have similar programs and facilities to those at the Robarts School and also have extensive vocational programs. The enrolment at Milton is currently 383 and at Belleville 372. The Teacher Education Centre for teachers of the hearing handicapped is at the Sir James Whitney School.

It is the policy of the Ministry to have handicapped children educated, whenever possible, in their home communities and in regular classes. The Ministry's schools for the hearing handicapped operate programs that support this policy. For example, the Robarts School placed two hearing-handicapped children in a

London Board of Education school for six months. At the beginning of the following school year, these pupils remained in their home communities and attended a local school, where they have adjusted satisfactorily. Also in the 1974-75 school year, two secondary school students continued their academic schooling at the Robarts School and attended vocational classes in London schools. When they have completed their vocational training they will be fully prepared for employment. Thirteen students from the Ernest C. Drury School are enrolled in two Milton public schools at levels ranging from Kindergarten to Grade 8; they receive some special instruction and tutorial assistance from two teachers from the Ernest C. Drury School. Two other students from this school are taking one credit each at Milton District High School. Fourteen students from the Sir James Whitney School in Belleville attend two Belleville public schools, with support from Whitney teachers, and three Whitney students are enrolled in classes at Moira Secondary School.

In addition, the Ministry encourages school boards to provide special classes locally for the hearing handicapped and to integrate hard-of-hearing children into regular classes as soon as they are able to learn satisfactorily in these classes. The staff of the Special Education Branch, including teachers at the Ministry's schools, give as much assistance and support as possible, on request, to boards developing such programs.

With the co-operation of the Ministry of Colleges and Universities, the Ministry of Community and Social Services, and George Brown College, Operation Headstart, a pilot program designed to introduce hearing-handicapped students to post-secondary education, was launched in April 1974. Nine students from the Ernest C. Drury School and 11 from the Sir James Whitney School in Belleville spent the spring taking courses at George Brown College and familiarizing themselves with college course options. The experience of living in a large city also gave the students initiative to continue their development of personal independence. All 20 successfully completed their courses and in September 1974 were enrolled in regular George Brown College courses.

The Sir James Whitney School in Belleville has established a special program for emotionally disturbed deaf children. A staff of 20 will eventually be provided, including a psychologist, a sociologist, a secretary, four teachers, and 13 residence counsellors. In September 1974 six pupils were enrolled in the program on a full-time basis and three on a part-time basis. As increased staff and facilities became available during the school year, four additional part-time students were enrolled in the program.

In June 1974, 40 new teachers of the deaf graduated from the Teacher Education Centre located on the campus of the Sir James Whitney School. Seven of these teachers joined the staff of the Sir James Whitney School, 16 joined the Robarts School in London, and seven are teaching at the Ernest C. Drury School in Milton. One teacher has joined the staff of the W. Ross Macdonald School to teach hearing-handicapped blind children; four others are with the Metropolitan Toronto and the Ontario County boards of education; and five are teaching in Jamaica and Guyana. During the 1974-75 school year, almost 50 students were enrolled in this specialized teacher-training program. Thirty-seven of them will join the staffs of the Ministry's schools when their training is completed. Three of the students enrolled in the program this year are themselves hearing-impaired. Instructional staff at the centre have attended various conferences and workshops in Canada and the United States to keep the training program abreast of the latest developments in the education of the deaf.

#### **Developmental Centres**

The Ministry also administers and supervises the educational programs in 12 centres maintained by the Ministries of Health and of Community and Social Services. The students in these schools are mainly emotionally disturbed or retarded, and some are multiply handicapped. The total enrolment for these schools at present is over 1350.

Although the 12 schools vary considerably in their specific programs, they all have one central goal in common—to help their students learn to function as members of the community.

The Adult Occupational Centre at Edgar provides job training for its students, but also has an important life skills program to prepare these young adults for living and working in the community and for dealing with the day-to-day problems they will encounter there. It also concentrates on basic remedial reading and survival mathematics, both important skills in daily living, for those students who cannot handle the more advanced courses offered. This school has an enrolment of just under 100 students.

The Education Department at Surrey Place Centre in Toronto is not actually designed to provide complete educational facilities for its students, but rather to provide support services for them while they attend regular schools in the community. Thus students sometimes attend classes at the centre or live in the residence there during adjustment periods.

Evaluation is an important aspect of any student's program, but it is especially important for children with special problems in learning. During the past year the staff of the Surrey Place Centre Education Department has developed a new evaluation survey for use in

classroom observation and programming for pre-academic and non-academic pupils. They have also prepared a manual for testing trainable and educable retarded pupils.

Regular evaluation of the progress of pupils in these special schools is essential, as assessment is at the basis of the principle of integrating the individual into the normal life of the community wherever possible. Since these schools are operated on a partnership basis with other ministries, case reviews are a co-operative effort. The prime concern is to place the pupil in a school in his own community as soon as it is agreed that he is physically, emotionally, and mentally able to adjust to that setting.

An important first step in preparing for such a move is participation in social and recreational activities within the school and then in the community where the school is located. Muskoka Centre School, with an enrolment of 37 girls, has a variety of arts and crafts classes. In 1974 the students had their own garden where they grew vegetables which were used in the Home Economics classes. The school has its own girl guide company, but the students also attend local fairs, church services, and carnivals, and participate in some of the activities along with students from other schools. The rhythm band and the choir of the school enter the Kiwanis Music Festival annually.

Other schools have similar activities, and almost all have outdoor-education and camping programs. Prince Edward Heights School culminated its year-round outdoor-education program in 1974 with a four-day wilderness camp at Bark Lake. Its winter program includes snowshoeing and winter camping skills.

Students from the Southwestern Regional Centre participated in the Special Summer Olympics at Windsor in May 1974.

Students from some of the schools also had the opportunity of attending the Special Education Cultural Live-In at the Ontario Student Leadership Camp on Lake Couchiching in September 1974. The Huronia Regional Centre Marching Band provided a musical welcome for the participants. The three days were packed with athletics and cultural activities, and the evenings with music and dancing.

All schools arrange special trips to nearby places of general and educational interest. During the past year students from South Cottage Regional School in Kingston visited the Science Museum on Wellesley Island, Fort Henry, Sir John A. Macdonald's house, the weather station, an airport, a fire station, a police

station, and a generating plant. They also had a Thousand Islands boat trip and a tour of the historic sites of Kingston on the Confederation Train. Muskoka Centre students visited a zoo and a sugar bush and took frequent nature hikes. Among the places visited by students of Prince Edward Heights School was Upper Canada Village.

While socialization and functional skills are developed by all these activities, the academic program cannot be neglected if the student is to become an active member of his community. Communication skills are of the utmost importance, and all schools concentrate on instruction in speech, language, reading, printing and writing, and arithmetic. There are also classes designed to improve motor skills and co-ordination. Music, Art, Industrial Arts, crafts, Physical Education, and living skills courses are part of every program.

The degree of community integration possible for the individual student will depend on the type and degree of learning problem. Some children are so severely handicapped by mental retardation that they cannot ever be placed in a local school, and in some circumstances are unlikely to return to their home communities.

On the other hand, some of the schools offer a full secondary school program, and, where the student's problem does not involve retardation, the Secondary School Honour Graduation Diploma is within reach. One student graduated from South Cottage Regional School in June 1974 and in September entered the University of Western Ontario.

Many children with retardation problems also have hearing, sight, or orthopedic problems, and frequently emotional problems as well. A number of the schools operated by the Ministry, such as the Rideau Regional Centre in Smiths Falls and CPRI in London, have teachers who are specially trained to work with these multiply handicapped students.

All teachers in the schools operated by the Ministry require special training to understand and overcome the handicaps and difficulties of their students. Professional development is a continuing process and the search for new and more effective methodology never ceases. All the schools have frequent internal workshops and seminars, and their teachers attend other professional development sessions as well. During the 1974-75 fiscal year, more than 300 teachers attended professional development workshops at the Thistle-town Regional Centre.

The Northwestern Regional Centre School has developed a behaviour modification teacher-training program consisting of seven audio tapes, 19 overhead slides, six video-tapes, and a basic text that includes questionnaires and answers, reading lists, a teacher evaluation checklist, and all the information presented

on the tapes and slides. Practical application of the training involves a practicum period as well as continuous consultation and monitoring of the teacher's performance throughout the school year.

### **Special Services**

The important new functions of the Special Education Branch are the responsibility of the Special Services Section.

The goals of the Special Services Section are:

- to develop Special Education policies designed to ensure the provision of appropriate programs for exceptional children in Ontario schools, and
- to provide effective leadership, innovative thinking, and a high degree of responsiveness to the Special Education environment in the province.

One of the major responsibilities of the Special Services Section is to assist school board officials, through regional office personnel, in the development of appropriate programs and services for all exceptional students. The Ministry actively encourages school boards to have at least one full-time staff member for Special Education in each school. Besides the team in the central office in Toronto, the Ministry has at least one Special Education specialist on the staff of each regional office. Where needed, a bilingual officer has also been appointed.

Another objective is to serve as a Ministry resource to provincial agencies and to parent and professional organizations concerned with exceptional children and youth. Special Education officers in the regional offices work with local organizations and institutions in planning for the education of exceptional children.

The Special Services Section also strives to remain aware of the latest trends and developments in education for exceptional children and youth; to maintain a close liaison with the Advisory Council for Special Education and the Co-ordinating Committee for Special Education by providing resource personnel and secretarial assistance; to develop, recommend, and communicate the provisions of acts and regulations pertaining to the delivery of programs and services to exceptional students in the schools of the province; and to assist in the preparation of materials such as guidelines, circulars, brochures, and public relations documents.

Changes made in 1974 in the regulations governing general legislative grants include a provision authorizing the Ministry to pay the salary of teachers involved in Special Education programs in psychiatric institutions or detention and observation homes. These grants have

enabled school boards to expand their services to students in such institutions. For example, approval has been given to the Ottawa Board of Education to establish a school (with 24 teachers and a principal) for the purpose of providing education for the children in the Eastern Ontario Children's Hospital, the Royal Ottawa Hospital, and the Bronson Avenue Detention Home.

Both central and regional office Special Education officers have been involved in workshops dealing with the education of exceptional students; in educational and interdisciplinary committees working toward the improvement of services for exceptional children; and in professional development summer and winter courses leading to teacher certification in Special Education. The staffs of the Special Education Branch and the Ottawa Valley Regional Office played an active part in the program of the combined Eighteenth Annual Convention of the Ontario Federation of Chapters and First Canadian Congress of the Council for Exceptional Children held in Ottawa in October 1974 with a registration of 3400.

The Ministry's Special Education officers frequently assist the families of exceptional children in locating a suitable educational placement and program. This is an important aspect of the work of the Special Education Branch.

### **Special Programs**

The Ministry of Education operates a number of programs that are not part of the regular curriculum but that give the student valuable additional learning experiences. These include, among others, travel programs, summer work opportunities, and leadership training.

#### **Twinning Projects**

Project Canada is a school twinning program designed to help Ontario students learn about other parts of Canada and other Canadians. Any elementary or secondary school classroom in Ontario may participate in the program, which consists of twinning the Ontario classroom with one in another province or one in the Northern Territories.

The students exchange letters, class projects, 8 mm films and videotapes, tape recordings, collections of local items, and sometimes even visits. Not only do they have an opportunity to form friendships, but they also learn a great deal about other parts of Canada and the differences that exist in our country.

Project School-to-School, a twinning project previously carried on with schools in the Caribbean, was not operated during the 1974-75 school year, but will be reactivated in September of this year in response to requests from the Eastern Caribbean boards of education.

### **Leadership Development**

The Ontario Student Leadership Centre on Lake Couchiching near Orillia is operated by the Educational Exchange and Special Projects Branch. During June, July, and August of 1974, a total of nearly 1000 secondary school students (about 200 at a time) spent a two-week period there taking part in a course designed to develop leadership potential through Physical Education and athletics. Each year, every public secondary school in the province can nominate one boy and one girl who have displayed leadership potential and athletic ability to attend these summer sessions. Plans have now been completed to add a music leadership camp to the program.

In 1973, a pilot project offering this leadership training to students from special vocational schools was so successful that it was made a part of the regular summer program in 1974.

Under another new program, two four-day leadership seminars were held at the centre in September 1974 for student council presidents. A total of 220 students attended these seminars, which were planned to help improve student government by giving the participants the opportunity to develop their leadership skills and to exchange and discuss ideas on the role of student councils, the financing of student activities, and student liaison with administration and school board officials. The seminar leaders consisted of personnel from the Ministry's central and regional offices and of school board officials.

### **Ontario Young Travellers**

Our provincial capital has a tremendous concentration of educational and cultural resources, many of which are unavailable in other provincial centres. These include the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, and the Art Gallery of Ontario.

A visit to Toronto can be a valuable experience for any student, but it can also be expensive for those who live at a great distance from the city. For this reason, in the 1973-74 school year the Ministry launched a program of travel subsidies for Northern Ontario students in grades 7 and 8. The visit must be integrated with the school curriculum, and the school must provide assurance of adequate adult supervision. The subsidies are only to assist with the cost of long distance travel; the travellers are responsible for their own accommodation, meals, and other expenses, but the Ministry helps to arrange accommodation and plan the visit if requested to do so.

In its first year of operation, nearly 10 000 Northern Ontario students benefited from the Ontario Young Travellers program. By the end of the 1974-75 school year, an additional 14 000 students will have visited Toronto with assistance from this program.

### **The Young Voyageur Program**

To give Canadian secondary school students an opportunity to meet and gain a better understanding of other Canadians and to learn something about the way of life in another part of the country, the federal and provincial governments co-operate on a program of inter-provincial visits. The federal government, through the Department of the Secretary of State, pays the cost of travel and assists the provinces with other expenses.

The program is in operation during July and August, and the students travel in groups of 20 accompanied by teacher escorts. Each group spends two days in Ottawa visiting the nation's capital and a week in the other community they have arranged to visit. In this community, the program of the visit is arranged by local teachers, and the visitors are billeted in private homes. Because they are usually placed in homes where there are young people of about the same age, the students have an opportunity to discuss matters of common interest with their peers.

During the summer of 1974, about 900 Ontario secondary school students from 14 to 16 years of age participated in the Young Voyageur Program and visited other provinces and the Northern Territories of Canada. A similar number of students from other parts of Canada visited Ontario.

### **Cultural Exchange Program**

The Ministry gives financial support to a wide variety of cultural and educational exchange activities, especially to travel projects that involve crossing provincial or international borders, integration with or extension of the school curriculum, and careful planning and substantial effort on the part of the participants. For instance, in 1974 assistance was given to the youth orchestras of St. Catharines and London to enable them to attend the Festival of Canadian Youth Orchestras in Banff, Alberta.

In June 1974, a group of 26 Ontario students, accompanied by two leaders, spent three weeks in France on the first half of a cultural exchange program. In France, the young Canadians were guests of the French government and were billeted in private homes and youth hostels. The second half of the program took place in August when an equal number of French young people visited Ontario under a similar arrangement.

The Ministry also sponsors a wide variety of educational and cultural exchange projects undertaken in collaboration with the Ontario-Quebec Permanent Commission.

### **Summer Jobs**

As part of Experience '74, the Ontario government's summer employment program for students, the Ministry was able to provide temporary employment for nearly 500 secondary and post-secondary students during the summer of 1974. The students were put to work on two special projects carried out in co-operation with local school boards.

The PEOPLE Project (Preservation and Exploration of Ontario's Past: A Learning Experience) was designed to explore and preserve the multi-cultural heritage of Ontario. Thirty-two projects were undertaken in different parts of the province, with the students researching some aspect of local history, geography, or culture, and then producing a "local studies kit" that could later be used for educational purposes.

The SPICE Project (Students Participating in Community Education) gave students the opportunity to be involved in community education and service.

Fifty-seven SPICE projects were undertaken throughout the province, with such diverse aims as helping to develop and improve children's playgrounds, helping to set up and operate drama groups, helping with the community orientation of newcomers, and providing assistance to senior citizens.

In the fall, some of the kits and other materials produced in the course of the PEOPLE and SPICE projects were displayed in the St. Lawrence Lounge of the Macdonald Block. The kits belong to the Ministry but duplicates have been provided to the school boards and regional offices concerned for use in the classroom.

### **The Reorganization of the Regional Offices**

Throughout this section on programs for education, the importance of the regional offices of the Ministry has been obvious. These offices have, for some years, been the main liaison point between the Ministry and the school boards.

During 1974, a change in emphasis took place in the function of the regional offices of the Ministry, and as a consequence the reorganization of these offices was undertaken. These changes were in accordance with the recommendations of the Task Force on the Organization of the Ministry of Education and were intended to differentiate clearly between Ministry and local responsibilities.

The policy of decentralization of educational authority adopted in Ontario makes the Ministry responsible for the development of a philosophical framework and appropriate general programs for elementary and secondary education in the province, and also for the interpretation of this philosophy and these general programs to local jurisdictions. The Ministry must also

ensure that equal educational opportunities are available to all students in the province. The school boards bear the responsibility of developing local school policy and more specific programs within the guidelines established by the Ministry and of delivering these programs to the students within their jurisdiction.

The regional offices have been restructured to offer new and important opportunities for the establishment of effective relationships among all those who work within the educational community of Ontario and who are endeavouring to provide quality education on an equal basis for all. In referring to the regional offices of the Ministry, the task force stated:

These offices must be responsible for clearly communicating and interpreting the policies and programs of the Ministry to the school boards in their regions. They must be responsible for interpreting curriculum guidelines, developing skills in the process of curriculum development, and approving innovative programs. They must be delegated greater authority over budget approvals and capital programs. They must be responsible for continually evaluating the needs of education in their regions, being sensitive to the unique requirements of each school board in their regions, and for continually assessing the effectiveness of Ministry policies and programs through observing their impact at the board level.

The reorganization of the regional offices has not necessitated any additional staff, although some relocation of personnel has been undertaken and changes have occurred in the responsibilities of individual positions.

The total complement of the nine regional offices at the beginning of 1975 was 415.

The regional offices are responsible to the Assistant Deputy Minister, Education Administration Division. The regional office director is assisted by three superintendents and their professional staffs, as well as the support staffs in the offices.

The Curriculum Services group are responsible for interpreting Ministry policies, programs, and curriculum guidelines to all the boards in their region, and for helping the boards and schools to implement new programs. They provide assistance with program assessment, professional development, and school organization as it relates to educational programs. They examine new and innovative course submissions and consider requests for textbook approval.

The Supervisory Services officers are concerned with the continuous evaluation of the effectiveness of Ministry policies and their implementation, with the interpretation of educational legislation, and with a

review of principals' evaluations and reports. They provide general liaison between school boards and the Ministry.

The business and finance staff handle board applications for grants and for approval of capital projects, and often assist the boards with the preparation of their submissions.

They also advise the school boards, as required, on site purchases and sales, the preparation of financial statements and budgets, school bus purchases, and the implications of legislation relating to school boards. They are able to supply a wide range of support services designed to facilitate equitable distribution of available financial resources. It is the responsibility of the business and finance personnel in the regional offices to interpret and implement Ministry policy on financial and administrative matters within their regions.

Regional office professional staff are available to help board personnel develop expertise in the areas of curriculum development and assessment, school organization and management, and school business and finance. Curriculum staff act as resource people on board curriculum committees. The Stormont, Dundas, and Glengarry County Board of Education has developed an overall plan for developing and evaluating curriculum from Kindergarten to Grade 13. The plan, which involves six task forces who review the major areas of study, is designed to provide a mechanism for responding to provincial goals and policies and jurisdictional responsibilities. Each of the task forces includes a member of the professional staff of the Ottawa Valley Regional Office.

The regional offices constitute a means of communication not only between the Ministry and the school boards and schools but also between boards and schools within their regions. One way in which this communication is conducted is through the publication and distribution of regional newsletters or information sheets. For instance, the Midwestern Ontario Regional Office in Waterloo has recently undertaken the publication of *Take 5* in co-operation with the Midwestern Centre of the Ontario Institute for Studies in Education.

*Take 5* is intended primarily to provide information about curriculum and program developments, organizational changes, research activities, professional development programs, and similar activities of general interest

to the educational community in the Midwestern Ontario Region. It is distributed to each of the 465 schools and to senior academic officials in the public and separate school systems in the region. *Take 5* is to be published semi-annually. The first issue contained items on unusual summer courses for students, speech and hearing research conducted in the area, various new programs introduced in schools and boards within the region, studies of attendance patterns, intelligence tests, semestering, the integration of Special Education students, and numerous other topics.

In addition to liaison duties and the provision of services to boards and schools, the regional offices perform a variety of general services for the Ministry, such as the collection and verification of statistical data and the distribution of Ministry documents. Regional office personnel also provide input for curriculum committees, research projects, textbook evaluation, and other Ministry undertakings.

During this first year of operation under the new structure, numerous meetings were held with school board officials, principals, teachers, and other educational groups to explain the new role of the Ministry offices and to develop new mechanisms for effective communication and co-operation between Ministry and school board personnel. In the Central Ontario Region, in addition to the Regional Education Council which includes the directors of all school boards within the region, regional councils have been established in the areas of curriculum, business and finance, and supervisory functions.

Despite the heavy additional load created by the reorganization, the continuing obligations of the regional offices have not been neglected. Literally hundreds of meetings, seminars, and workshops have been held with teachers, principals, board officials, and staff throughout the province for a variety of purposes, including the introduction of new guidelines and the development of management skills.

Although program delivery is definitely a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, find it financially impossible to provide certain specialized services for their schools. In these areas, the Ministry's regional offices, as part of the Ministry's policy of ensuring equality of educational opportunity for all students, provide various field services including the services of subject specialists, the loan of teachers to temporarily relieve members of the regular teaching staff who are participating in professional development courses, and assistance with professional development activities. Field service personnel are directly responsible to the regional director.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has a community education officer whose function is to work with the boards in developing plans for the fuller use of school facilities by the community.

Six of the nine regional offices have French-language education experts and support staff to work with the French-language schools in their regions; the other three regions use the services of the French-language personnel in adjoining regions.

In many areas of the province where French-language enrolment does not warrant the appointment of a French-language supervisory officer to the school board, boards arrange to secure the services of the French-language personnel in their regional office.

## **Personnel for Education**

### **Qualifying to Teach in Ontario**

#### **Teacher Education Programs**

In order to teach in the publicly supported elementary and secondary school systems in Ontario, a person must hold a teaching certificate issued by the Ministry of Education. A teaching certificate is earned upon the successful completion of an approved teacher education course. The Elementary School Teacher's Certificate qualifies the holder to teach from Kindergarten to Grade 10, the end of the Intermediate Division, while the High School Assistant's or Specialist's Certificate qualifies the holder to teach from Grade 7, the beginning of the Intermediate Division, to the end of secondary school. This adjustment of basic teaching certificates to allow both elementary and high school certificate holders to teach throughout the Intermediate Division became effective late in 1974.

A graduate of the Ontario Teacher Education College or of an elementary teacher-training program in a college or faculty of education in Ontario will receive a Bachelor of Education degree and an elementary teaching certificate. To enter one of these teacher-training programs, a candidate must hold an approved university degree in arts or sciences, or its equivalent.

The holder of an approved university degree may undertake a one-year program in a college or faculty of education in an Ontario university to qualify for a Bachelor of Education degree and a high school teaching certificate (Type B). The holder of a degree from an honours program may qualify as a subject specialist (Type A certificate). Teachers of vocational, occupational, and commercial subjects are subject to varying requirements, usually involving a combination of relevant educational and practical experience.

Professional education for teachers began in Ontario in 1847 with the opening of the first normal school. In his address at the opening ceremony, Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, commented: "The word normal . . . is employed to express the systematic teaching of the rudiments of learning." Many changes have occurred since that day in both the philosophy of education and the training of teachers.

In 1969, the Ministry operated 13 teachers' colleges for the training of elementary school teachers, but during the following five years it pursued a policy of integrating these colleges with the universities in the province, in accordance with a major recommendation of the MacLeod Report on the training of elementary school teachers. In 1974, Sudbury Teachers' College was integrated with Laurentian University and Ottawa Teachers' College with the University of Ottawa, and the teachers' colleges at Hamilton and Toronto became the two campuses of the Ontario Teacher Education College, now the only teacher-training institution under the jurisdiction of the Ministry.

The decision to retain the Ontario Teacher Education College as a Ministry-operated centre was made for a number of reasons, probably the most important being the flexibility it affords the Ministry to experiment with new approaches to teacher education. It is hoped that the Hamilton and Toronto campuses will develop into model institutions, making teacher education as relevant and valuable as possible for those proposing to enter the profession. The Minister's Advisory Council for the Ontario Teacher Education College, composed of representatives of teachers, trustees, parents, and others who can make a positive contribution, has been created to recommend specific measures and add to the status and quality of the new college.

Significant changes in programs and teaching methods have already been undertaken at the college in its first year as the Ontario Teacher Education College. The student teachers at Hamilton began working with children on their first day of study and were in regular classrooms for nearly two weeks, as observers and assistants, after only a few days of introductory classes at the college. Only then did they return to the college for seven weeks of academic study, involving Psychology and Sociology, the philosophy and theory of education and teaching, and the methodologies of Special Education, reading, Mathematics, Art, Physical Education, and other subjects. Four weeks of practice teaching and a final week at the college completed the first term. The second term consists of eight weeks of teaching experience and four weeks of academic instruction at the college. This final four-week period is used for a wide variety of short optional courses.

During the 1974-75 school year, there were 306 students enrolled at the Hamilton campus and 461 at the Toronto campus of the Ontario Teacher Education College; an additional 1462 students took the elementary teacher-training courses in the various faculties of education at Ontario universities. Nearly 150 students were enrolled in combined undergraduate and teacher-training programs, making a total of more than 2350 students preparing to become elementary school teachers in Ontario schools. Another 3512 students were enrolled in secondary school teacher-training programs in the faculties of education; 1461 of these were taking optional courses to prepare them for elementary teaching as well.

The Teacher Education and Certification Branch of the Ministry of Education is responsible for establishing the standards required for teacher certification and for operating the programs at the Ontario Teacher Education College. This branch acts as liaison between the Ministry of Education and the faculties of education at Ontario universities so that the universities may ensure that their programs meet Ministry requirements.

In co-operation with the universities, the Ministry of Education carries out reviews of the programs in the faculties of education. These reviews are conducted by teams whose members are named by the college or faculty concerned, by the Ontario Teachers' Federation, and by the Ministry. During the 1974-75 school year, the teams reviewed the programs at Lakehead University and at the Toronto campus of the Ontario Teacher Education College.

#### **Teaching Certificates and Teachers' Records**

At present, there is a great variety of teaching certificates, beyond the basic elementary and high school certificates, which indicate qualification for specific areas of teaching, such as Music, Special Education, Industrial Arts, and so on.

The Teacher Education and Certification Branch establishes the criteria for granting teaching certificates, while the Education Records Branch issues the certificates, maintains teachers' records, and evaluates out-of-province qualifications.

In addition to issuing teaching certificates to new graduates of Ontario's teacher-training programs, the Education Records Branch grants Letters of Standing to qualified teachers from other jurisdictions who will be granted full certification upon completion of one year of satisfactory teaching in the province. From September 1973 to August 1974, 928 Letters of Standing were issued for the elementary level and 511 for the secondary level. The Education Records Branch also looks after the updating of teachers' records. Because of the increased academic qualifications required of prospective elementary school teachers, many teachers are working towards bachelor's degrees in order to upgrade their qualifications. Other teachers undertake specialist courses.

During 1974, the transfer of the manually accumulated and maintained teachers' records to a computerized system of recording and updating was completed. The file contains the records of all persons currently qualified to teach in Ontario, whether or not they are teaching at present. In addition, the process of transferring hard copy data on both active and non-active records to microfilm was continued during 1974. These changes have resulted in a considerable saving on the cost of staff and storage space.

As of September 30, 1974, there were 56 678 elementary and 34 231 secondary full-time teachers in the publicly supported school system in Ontario. Of these, 4226 were graduates from a teacher education program in Ontario (and had not taught previously) and 460 had recently come from outside Ontario and were granted standing here. During the year from October 1, 1973, to September 30, 1974, 8362 teachers left full-time teaching in Ontario and 7548 became full-time teachers.

#### **Professional Development for Ontario Teachers**

The education of a teacher does not end with graduation from a teacher-training program. First of all, a new graduate receives only an interim teaching certificate. Two years of successful teaching experience are required before a permanent certificate is granted. This period could be considered similar to an internship, an essential period of practical experience that the novice teacher must complete before he or she is felt to have assimilated the training received at college and become permanently qualified. (Permanent certificates are granted only to Canadian citizens, although a non-Canadian can continue to teach with an interim certificate.) In 1974, nearly 9000 permanent teaching certificates were issued to teachers who had successfully completed two years of teaching.

#### **Specialization, Updating, and Upgrading**

Throughout the school year there are many opportunities for teachers to participate in workshops, seminars, and other kinds of learning experiences designed to develop new teaching skills and keep up to date on methodology, subject content, new guidelines, and approaches to learning and curriculum. During the past year, two items that were given special attention in workshops throughout the province were preparation for the implementation of the new curriculum for the Primary and Junior divisions and preparation for metric conversion in education.

Both organizational and financial help can be obtained through the Regional Professional Development Plan, a program designed to support approved regional professional development activities. In each region a committee has been formed (composed of representatives from the regional office of the Ministry, the regional centre of the Ontario Institute for Studies in Education, and the local Ontario Teachers' Federation group) to assist groups of educators with professional development projects.

Many teachers wish to add specializations to their qualifications and, in order to do so, take advantage of a wide variety of winter and summer courses offered by the Ministry, school boards, and faculties of education at the various universities. During the summer of 1974, 81 courses were given by the Ministry, including the Type A subject specialist seminars held at the various faculties of education. The Ministry also held nearly 20 short, one- to two-week seminars and workshops, and the faculties of education offered almost 20 additional professional programs for teachers. More than 5500 teachers took part in the wide range of professional courses offered in Ontario during July and August of 1974. In addition, approximately 2000 teachers registered in the 33 board-sponsored winter courses offered for Ministry credit during the 1974-75 school year.

One Ministry course of special importance offered during the summer of 1974 was the first half of a program designed to encourage more native people to qualify to teach in Ontario's elementary schools. The seven-week course, given at the Hamilton campus of the Ontario Teacher Education College, was open to native people with a Grade 13 or equivalent standing and a recommendation from a native organization. Ninety-six men and women attended the course and graduates were granted a temporary teacher's certificate. Those who return for the second seven-week program in the summer of 1975 and graduate will receive the Interim Elementary School Teacher's Certificate.

Also offered by the Ministry during the summer of 1974 was a course called Native Languages Methodology, given in Cree, Ojibway, and Mohawk, and consisting of classes in conversation, linguistics, methodology, and culture. Graduates were granted certificates qualifying them to teach the language in which they took the course. For the fourth summer, the Teachers of Native Children course was also offered to help prepare teachers planning to teach on Indian reserves and in classes attended by native children.

Enrolment during the summer of 1974 indicated a growing interest in Special Education, primary methods, French conversation, teaching French at the elementary level, and teaching English as a second language. Many elementary and secondary school teachers who earned their teaching certificates before the bachelor's degree requirement came into effect are working, both through winter and summer courses, towards such a degree to upgrade their qualifications. In 1974, 22 611 teachers qualified for additional or higher certification.

#### Exchange and Travel Programs

Travel is a learning experience for anyone; just as students learn from travelling to other provinces and countries and studying the differences they find, so teachers learn from exchange programs that enable them to refine and expand their comprehension of their own areas of specialization as well as to improve their teaching methods generally. For this reason, the Ministry operates a number of exchange programs to help teachers with travel, study, and teaching opportunities in other provinces and countries.

Forty-two Ontario teachers were among the 55 Canadians who travelled to the United Kingdom last September as part of a teacher exchange program. This program is undertaken by the Canadian Education Association every year and will be in operation again for the 1975-76 school year. During the summer of 1974, 25 Ontario teachers attended a Ministry-sponsored course in childhood education in Great Britain. The course included visits to infant and junior schools and lectures and seminars given by outstanding leaders in the field of early childhood education.

For the 1975 calendar year, a new international teaching exchange program was worked out between the Ministry and the government of the state of Victoria, Australia.

The program allows highly qualified teachers from Ontario and Victoria to experience a year of teaching in another country. In this first year of operation, six Ontario teachers are in Australia.

Another 25 Ontario teachers benefited from two professional development programs carried out in France last summer. One program was held at Tours for teachers of French as a first or second language at the secondary school level; the second was held at La Rochelle for teachers of French at the elementary level. Each course lasted one month and included instruction in pronunciation, the teaching of literature, translation, and pedagogy.

A little closer to home, Ontario and Quebec have had an experimental exchange program in operation for three years now, allowing an Ontario teacher of French whose first language is English to teach English as a second language in a Quebec school; the French-speaking Quebec teacher of English teaches French in an Ontario school. In addition, each summer the Ministry offers a five-week immersion course in French to Ontario teachers of French at Compton, Quebec. The course consists of French conversation, linguistics, methodology, and culture and civilization.

#### Opportunities for Advancement

Some schools, mainly at the secondary level, are organized by subject departments and, when the opportunity arises, a teacher who is a subject specialist and who has proven his capabilities may become a department head. Some teachers wish to move eventually into administrative work. During the summer of 1974, approximately 1000 teachers were enrolled in the elementary and secondary school principals' courses offered by the Ministry. Candidates for these courses must hold a basic permanent Ontario teacher's certificate and a Bachelor of Arts or Bachelor of Science degree from an Ontario university, or another degree considered equivalent by the Ministry; must have five years of teaching experience; and must be considered as having been above average in competence, at least during their last two years of teaching. A candidate for the Secondary School Principal's Certificate, Type A, must have taught for at least three years as a full-time staff member in a secondary school; must hold the Type B Principal's Certificate; and must be considered as having been above average in his work as a principal or vice-principal for at least two years subsequent to receiving his Interim Secondary School Principal's Certificate, Type B. Any of the three certificates granted qualifies the holder to be a vice-principal or principal of the type of school indicated.

A director of education is the chief education officer and the chief executive officer of the school board by which he is employed. A director of education is

required to hold the Supervisory Officer's Certificate, a qualification required for a number of other supervisory positions with school boards.

A candidate for the Supervisory Officer's Certificate must take a set of written and oral examinations. He must also hold a bachelor's degree in arts or science from an Ontario university or a recognized equivalent; a valid permanent teaching certificate or an acceptable equivalent; and a Principal's Certificate or a Master of Education degree or another degree considered equivalent by the Ministry.

### Ministry Personnel

At the end of the fiscal year, the Ministry of Education had a complement of 2474 people. Of these, about 1150 worked in the 16 schools operated by the Ministry, 121 made up the staffs of the two campuses of the Ontario Teacher Education College, over 400 were assigned to the nine regional offices, and about 650 were located in the central offices in Toronto.

More than 42 per cent of the Ministry's staff are qualified teachers, some of whom are also certified as supervisory officers. Of these education professionals, about 600 are on the administrative and teaching staffs of the special schools, and 84 are with the Ontario Teacher Education College. The rest are employed in various functional and administrative positions in the central and regional offices. The Ministry staff also includes a number of other professionals in such fields as electronic data processing, architecture, accounting statistics, law, psychology, and professional development.

Professional development opportunities are just as important for Ministry employees as for teachers. Education officers, especially those in the regional offices and in Curriculum Development, Curriculum Services, Supervisory Services, Teacher Education and Certification, and Special Education must keep up to date with developments in curriculum and methodology; otherwise they cannot provide the leadership and guidance in educational developments that are the responsibility of the Ministry. Thus, whenever possible, Ministry professional staff participate in seminars, workshops, and conferences concerned with new techniques in education.

One such project was the three-day Systematic Curriculum Design Workshop conducted for the Curriculum Services Section of the Midwestern Regional Office by one of the leading advocates of objective motivational curriculum planning, Dr. David Pratt of the Faculty of Education, Queen's University. The program stressed (1) the importance of stating objectives and of having performance criteria in any curriculum plan; (2) the other main components of a plan, such as rationale, content, methodology, time specifications, pretesting, and terminal evaluation; and (3) the value of flow-charting in making sequential relationships explicit.

The Ministry also has an exchange program for its own staff and the personnel employed by local school authorities. The purpose of this program, recommended by the Ministry of Education Organizational Task Force in 1972, is to broaden the professional horizons of both Ministry and board staff members and to give them a more comprehensive view of the entire elementary and secondary educational system in our province. During the 1973-74 school year, eight one-year exchanges and a number of short-term ones (from two weeks to three months) were undertaken. Four of these involved principalships and vice-principalships. Also during 1974, a branch director from the Ministry spent six months on exchange at the Ontario Institute for Studies in Education where he lectured in the graduate program and took part in a review of graduate studies. The program in the 1974-75 school year includes a two-year exchange between the London and Middlesex County Roman Catholic Separate School Board and the Western Ontario Regional Office. Under this program, the Ministry provides the services of Theatre Arts consultants to the schools in exchange for the services of a primary education specialist employed by the board. This year's program also includes exchanges between regional office personnel and faculties of education.

The Ministry of Education has a policy of (a) encouraging and actively supporting personnel development, for all levels of personnel, wherever it has relevance to present or anticipated work goals, and (b) organizing in-house programs to upgrade existing skills or to provide new skills and/or knowledge where appropriate.

Personnel development opportunities available to Ministry staff include on-the-job training, Personnel Branch and Civil Service Commission staff development courses, self-instruction programs available from the Personnel Branch and the Civil Service Commission, courses presented for Ministry personnel or government staff by outside training and development consultants, appropriate courses and workshops presented by professional organizations, and appropriate educational programs in secondary schools, colleges, universities, and professional associations.

Personnel development opportunities offered during the past year have included supervisory and management courses, secretarial courses, and programs in effective listening, speaking, writing, and dictation. In addition, special seminars and workshops were organized for specific work groups in effective meeting techniques, team-building and communications, and goal-setting and review.

During the 1974-75 fiscal year, professional and administrative staff took advantage of professional development opportunities in the following numbers: (1) in-house programs, 85; (2) Civil Service courses, 68; (3) outside programs involving short-term leave of absence with pay and the course fee paid, at least partially, by the Ministry, 454; and (4) part-time programs, 136. For support staff, attendance figures in the above categories were: (1) 161; (2) 32; (3) 26; and (4) 66.

## **Facilities for Education**

### **School Construction**

The provision of school facilities for elementary and secondary students is the responsibility of the local school board, but a large portion of the funds for school construction and major alterations comes from the provincial government. On the average, the province pays about 90 per cent of school construction costs, with variations based on need, through a grant system administered by the Ministry.

Using local development plans and research statistics collected, analysed, and projected by the Ministry, the individual school board is able to estimate its space requirements several years ahead and determine whether or not it will have to build new schools or add to existing facilities. Each year in October, the boards complete and submit to the Ministry a capital budget forecast detailing any new construction or renovation projects they propose to undertake and complete within the next twelve months to three years. Early in the new calendar year, the Ministry completes its review of these proposals and the available funds are allocated. The school boards then hire architects to prepare plans for the approved projects. These plans are checked by the Ministry, and grant money is made available, as required, during construction or renovation.

To aid in long-range planning, the Ministry has built up a data bank that includes details of all publicly provided elementary and secondary school space in the province. The information includes such data as the total extent of school property, the total area of functional space, and the specific areas required for particular kinds of functions such as gymnasiums and science laboratories. The information can be retrieved by school or type of school, by board, by region, or by provincial totals of various kinds. Loading factors for different kinds of activities and space are included in the system so that specific future needs can be determined. This system, called School Plant, also includes historic cost data for any school facility, with a breakdown of specific costs incurred, such as architects' fees, basic construction, electrical work, plumbing, etc.

The Metro School Renovation System, an extension of this system, giving data for Metropolitan Toronto, is in experimental use at the present time. The purpose is to determine replacement priorities for school facilities.

During the fiscal year from April 1, 1974, to March 31, 1975, approximately \$93.5 million was turned over to local school boards by the provincial government to assist in the cost of construction projects. At the elementary level, 110 new construction or renovation projects created 28 864 new or replacement pupil places at a total cost of \$57 730 000. At the secondary level, 31 schools were constructed or extended, providing 8789 new or replacement pupil places for \$35 772 000. Early in 1975, the Ministry approved an

expenditure of \$121 million for the construction and renovation projects that school boards propose to commence before the end of 1975.

In addition to reviewing and approving school construction and alteration projects for capital-grant allocation purposes, Ministry staff are available to help school boards plan for the provision of school space. All regional offices have business and finance personnel who provide liaison and advice to school boards. Seminars and workshops are held to ensure that school board officials are kept aware of the latest developments in school construction and facilities. For instance, in April 1974, the Ottawa Valley Regional Office held an architectural workshop in Cornwall for school board officials, trustees, and architects, which examined various building cost problems in today's market and the implications of metrification for future school building design.

### **Central Algoma Secondary School**

At the 1974 Annual Exhibition of School Architecture, sponsored by the American Institute of Architects and the American Association of School Administrators, the architects of the new Central Algoma Secondary School were awarded a special citation for school design. This school, designed by the Toronto architectural firm of Brook, Carruthers, Grierson, and Shaw, also won an award of merit at the annual awards dinner of the Ontario Masons Relations Council.

The school was designed only after a detailed program had been developed jointly by the Central Algoma Board of Education, the architects, and Ministry consultants. This collaboration resulted in carefully worked-out priorities, a clear definition of specific requirements, and an understanding of the interrelationships of facilities—in short, a method of planning that encouraged a number of innovative and cost-reducing decisions.

Central Algoma Secondary School has been built on a ridge on the north shore of Lake Huron, about 40 miles east of Sault Ste. Marie—a point accessible to the entire secondary school population of the board's jurisdiction, all of whom commute to the school by bus, many of them from as far away as 40 miles. Because the school is so isolated and serves such a widely scattered population, the planners wanted to create a community within the school itself and make it a focal point for the entire area. With this goal in mind, the architects created one of the unique features of the building—its large, two-storey, glass-roofed central courtyard. The school's only main entrance leads directly to the courtyard, which has locker areas

along the two sides, the double gymnasium at one end, and the cafeteria-auditorium at the other. Teachers, students, and visitors to the building would find it almost impossible to pass through the building or use any of its facilities without mingling with the groups of people who can always be found in the courtyard. This meeting place has become the centre of daily activities and has been an important factor in avoiding the distinctions that tend to develop between groups of students in a school that serves both vocational-occupational students and students in academic courses.

This mingling of students and teachers in the courtyard has created a genuine community feeling in the school. In addition, the excellent banquet, theatre, sports, and meeting facilities that surround it have brought the entire population into the school and made it truly a community school. Moreover, specific design of the courtyard affords additional psychological and aesthetic benefits: all through the long, cold winter months the central courtyard is a place of warmth and light and lush green foliage, as living trees have been planted to add to the inviting atmosphere of the area.

Although the courtyard and the special features surrounding it provide a focal point for the school and the community, the purely educational function of the building has not been subordinated to these other benefits. It includes appropriate classroom, laboratory, workshop, and other study space for a full educational program, including all kinds of technical and occupational courses. The open-plan concept and the positioning of the workshops allow multiple use of single facilities, such as one welding area for several shops. Such economical planning has resulted in substantial savings, with the result that an exceptionally complete and modern educational institution has been created at a very reasonable total cost. The school has a capacity of 905 students with provision for expansion. At present there are about 700 day students, with an equal number of people enrolled in evening programs.

The success of the design and use of Central Algoma Secondary School gives an indication of what can be achieved when there is complete co-operation among all the parties involved in such a project. It stands as an example of what the Ministry will aim to achieve with every school construction project undertaken in the future.

### **Enrolment Patterns**

Enrolment patterns in Ontario schools have been affected by a number of unusual factors in the last 25 years. Immediately after the Second World War there was a sharp increase in the birth rate, which continued for a number of years. The same period saw the beginning of a tremendous wave of immigration from Europe. Canada's change from an agricultural and resource economy to an industrial one brought many

newcomers to Ontario, the industrial heartland of the country, not only from abroad but also from other parts of Canada.

All of these circumstances put enormous pressure on the school systems of Ontario during the 1950s and 1960s. Classrooms were crowded and schoolyards were filled with portable units while new buildings and additions were constructed. Late in the 1950s, however, the birth rate began to fall and immigration to decline, with the result that enrolment in the elementary schools began to level off around 1970. Secondary school enrolment barely increased in 1973 and 1974 (although more students are completing their secondary education than 10 or 15 years ago) and is expected to decline by 1977 or 1978. The rate of increase has been declining since 1969.

Of course, our population will continue to increase generally and population densities will fluctuate. New schools will have to be built in newly developed residential areas and old school buildings will have to be replaced. But, despite the pace of inflation in the last two years, the total cost of new construction has been declining at the elementary level since 1971 and at the secondary level since 1972.

Population distribution changes. Needs in one area increase while they decrease in another, or certain needs in a specific area decrease while others increase. School facilities provided for the expanding school population of the fifties and sixties are not always fully used now. Two practices in particular are being encouraged in an attempt to increase the use of publicly owned buildings and avoid unnecessary additional construction.

### **Shared Accommodation**

One situation that occasionally arises is that the need for space in the separate schools of a certain area increases at the same time that the need for space in the public schools of the same area decreases (or, of course, the reverse situation). The total amount of space available in the area may be sufficient, but there may be a shortage of space in the specific school buildings where it is actually needed. The Ministry encourages co-operation between the school boards concerned so that pupils under the jurisdiction of one board may be accommodated, with their own teachers, in facilities belonging to another board. The regional offices of the Ministry will do everything possible to facilitate the sharing of accommodation between boards in order to save the taxpayer the cost of new construction.

An excellent example of the principle of sharing facilities may be seen in the case of the R. R. Steele Community School in Nakina in the Northwestern Ontario Region. St. Brigid Separate School needed to replace its old building, but it was found to be more practical to extend the facilities at Nakina Public School and house the two schools in one building. Not only do these two schools share the same building and certain sections of the building, but they also share the services of some of the teaching staff. The Junior and Senior Kindergarten children of both schools are taught by the same teacher, and one teacher does remedial work with all the students who need it, frequently combining in a single group pupils from both schools who have similar learning difficulties.

The concept of two or more school boards sharing facilities and services is one that the Ministry will continue to foster both in the interest of economy and the principle of providing the best possible educational opportunities for all students in Ontario.

#### **The Community and the School**

For many years, numerous school boards and local agencies have followed policies and procedures that ensure the availability of their facilities to each other and to community groups. These vary according to local situations and needs, but they do show what can be achieved when a spirit of co-operation exists with regard to the provision and sharing of resources. Today more and more educators and citizens realize that schools should and can be made available to community groups for a wide variety of purposes, and most Ontario school boards have policies that encourage the community use of schools.

The Ministry has made it possible for school boards to isolate costs related to the community use of schools and class them as supplementary expenditures, thus removing these costs from the restrictions of education spending ceilings. Also, since 1972, a legislative amendment has made it possible for school boards and municipal authorities to share costs by jointly planning, building, and operating facilities for recreational, cultural, educational, administrative, and other community purposes.

Declining school enrolment, which already exists at the elementary level and will begin to affect secondary schools later in this decade, means that even during the daytime some classrooms and facilities will not be needed for regular educational purposes and will be available for other uses. It is an Ontario government policy that first claim on unused school facilities rests with the other school boards serving the same or adjacent jurisdictions, but it is estimated that even when the needs of an entire jurisdiction are taken into account, there will still be many schools that will have vacant classrooms through the rest of the 1970s. Some boards are already considering the possibility of renting

unused premises to community organizations. This solution has the advantage of ensuring that the schools can reclaim their facilities should enrolment rise during the 1980s.

Co-ordination and integration of activities at the provincial level has been greatly facilitated in recent years by the establishment of the Social Development Policy Committee of Cabinet, which provides liaison and ensures co-operation among the five people-oriented ministries: Culture and Recreation, Community and Social Services, Colleges and Universities, Health, and Education. Co-ordination at the provincial level has encouraged co-operation among various agencies at the local level. To further promote full use of school facilities, in October 1974 the Ministry announced the adoption of policies and programs that specifically support the community school concept.

The Ministry supports programs and projects that encourage individuals or groups to use their schools; programs and projects that encourage schools to use their communities as resource centres for learning; activities that extend the school into the neighbourhood as a cultural, social, and learning centre for people of all ages; and the involvement and co-operation of other people-oriented agencies in projects conducted by or involving the school. The Ministry supports the idea of the school as a kind of community centre serving as a catalyst for the development of a community identity, a community sense of involvement, and a community spirit. The Ministry supports an open-door approach to parents and the public in general. The Central Algoma Secondary School, described on pages 24 and 25, is a good example of what the Ministry is endeavouring to achieve with its community school program; this school was planned with the community school concept in mind.

The Ministry suggests that the formation of a school-community committee and the creation of a volunteer program would constitute positive steps towards helping parents and others become involved in and remain informed about what is happening in their schools, educationally, recreationally, socially, and otherwise. The school-community committee would be composed of teachers and interested and sincere citizens as well as representatives of various municipal and public service organizations. It could help to set up a volunteer program if one did not already exist. A volunteer program is an ideal means of involving parents in a school's activities and of improving community rapport and understanding of the school. During the 1974-75 school year, over 15 000 volunteers have been helping

with the programs in Ontario's elementary schools. The school-community committee could conduct community surveys to determine the interests and needs of the citizens and to identify community resources that might benefit the school's programs. It would act in an advisory capacity and would complement the school board by investigating community needs and making recommendations concerning relevant programs that would go beyond the regular daytime teaching program.

The Ministry is backing up its support of the community school concept with a three-part program begun in the 1974-75 school year. First, a *community schools unit* has been created with a small staff in the central office and a community education officer in each regional office. These are resource people who are working directly with the schools in planning and setting up programs. There is also an advisory committee, composed of representatives of provincial organizations concerned with education, recreation, and community affairs, to provide firsthand knowledge and expertise to Ministry staff and to ensure maximum co-operation and co-ordination.

Secondly, the Ministry is preparing a practical handbook of facts, ideas, and examples related to the concept of the community school.

Finally, the Ministry has set up a procedure for providing financial assistance to school boards that undertake approved projects. A maximum of \$10 000 was provided for each project approved for the 1974-75 school year. A total of 87 projects was approved, involving a total Ministry expenditure of \$500 000.

Almost as soon as the Ministry's new emphasis on community education was announced in October 1974, the regional offices increased their efforts to encourage school boards to develop their own programs. In the first month following the announcement of additional support for community school programs, the Eastern Ontario Regional Office community education officer met with the superintendent of curriculum in his region; helped representatives from McArthur College and four school boards to develop an in-service training proposal for principals, teachers, and others concerned with community education; made presentations on community education to the administrative staff and trustees of three school boards; participated in numerous other planning sessions related to programs and professional development for community education; and began work on his assignment as coordinator for a one-week community school development course held in Kingston in July 1975. All community education officers in the central and regional offices have been involved since November in similar activities and in the actual development of programs for individual schools.

## Ministry Facilities

The Ministry's central offices are located in the Mowat Block, which forms part of the Ontario government Queen's Park complex of office buildings. The Correspondence Courses Section, the only central office educational unit located outside the Mowat Block, is housed in rented quarters a few blocks away. Some of the regional offices, such as the Northwestern Ontario and Eastern Ontario regional offices, are also in government buildings, while others, like the Niagara and Central Ontario regional offices, are in leased accommodation.

The 12 schools that are the responsibility of the Developmental Centres Schools Section of the Special Education Branch are conducted in government-owned facilities operated by the Ministries of Health and of Community and Social Services. The prime purpose of these centres is to provide accommodation and medical and mental health services for emotionally disturbed, retarded, and multiply handicapped individuals, with the Ministry of Education providing educational opportunities for those who can benefit from them. Thus the Ministry provides the administrators, teachers, and support staff for the education programs.

The four schools that provide educational programs for blind and deaf children are the exclusive responsibility of the Ministry of Education. The property and buildings are owned by the government but are operated by the Ministry. Other facilities that are government-owned and completely operated by the Ministry of Education are the two campuses of the Ontario Teacher Education College, administered by the Teacher Education and Certification Branch, and the Ontario Student Leadership Centre.

The provision of office space and the varied specialized facilities required by the various branches of the Ministry is one of the major responsibilities of the Management Services Branch, which provides a co-ordinating function within the Ministry and between it and the Ministry of Government Services. During the 1974-75 fiscal year, the relocation of the Northwestern Ontario Regional Office from rented accommodation to a new government building in Thunder Bay was completed.

The Correspondence Courses Section was also moved to more suitable quarters. At the Ontario Student Leadership Centre, a new wash house was opened to replace a 50-year-old building. Construction of two other new buildings was also undertaken to replace facilities built in the early 1920s. Cedar Hall is a meeting hall with a capacity of 250; it can be subdivided

into smaller sections. Marine Hall can also be used for meetings, but it is an ideal indoor area for activities like gymnastics, wrestling, weight training, etc., in inclement weather. It also includes a staff workroom, a change room, and waterfront storage.

As an alternative to purchasing new land for outdoor education purposes, the Ministry has finalized an agreement with the Ministry of Natural Resources during the 1974-75 fiscal year for the co-operative use of government-owned lands. The new agreement will make provincial parkland in the Central Ontario Region available to school boards for outdoor studies, and has resulted in the preparation by the two ministries of a document entitled *Resources for Outdoor Education*.

In addition to buildings and property, the Ministry uses hundreds of pieces of furniture and equipment. In order to facilitate controlling and locating procedures, the Ministry has developed and implemented a computerized system called Fixed Asset Inventory Control. The following advantages have resulted from the introduction of this system:

- unique identification of every item and a record of its location;
- a centralized fixed asset check (this will indicate whether an item needs to be ordered or whether it is available from surplus);
- a more satisfactory projection of future requirements on a Ministry-wide basis;
- a simplified auditing procedure;
- improved budgeting for fixed assets and their maintenance;
- statistical analyses of any data included in the file such as life expectancy, price, number of items by operational unit, and comparison of assets between operating units of similar size or between regions;
- flexibility in file design, ease of conversion, and capability of integration with other systems.

Education continues to be one of the important priorities of the Government of Ontario, with the Ministries of Education and of Colleges and Universities accounting for 29 per cent of the province's 1974-75 budget. More than 60 per cent of this amount was appropriated for costs related to elementary and secondary education.

Education in Ontario to the end of Grade 13 is available free of charge (except for Grade 13 books) to residents of this province who are Canadian citizens or landed immigrants, even when they are living temporarily outside the province. The costs are covered by revenues of the provincial and municipal governments, with the province providing more than 60 per cent of the funds.

During the fiscal year beginning on April 1, 1974, and ending on March 31, 1975, the Ministry spent nearly \$1.5 billion dollars. Of this figure, 89 per cent, or more than \$1.3 billion, was turned over to local school boards under the Ontario grant system for the provision of elementary and secondary education in their jurisdictions.

### The Variable Percentage Grant Plan

Government grants to school boards are of two kinds—those allocated for ordinary expenditures and those designated for extraordinary expenditures. The latter mainly cover expenditures that vary greatly from one board to another, capital expenditures, debt charges, and transportation costs. On the average, the province pays 75 per cent of what is considered to be a normal level of extraordinary expenditure and about 95 per cent of additional approved extraordinary expenditures. Standard costs like salaries, maintenance, heat and light, supplies, and administration, which form the bulk of education costs, are considered to be ordinary expenditures. Overall, about 60 per cent of total expenditures, ordinary and extraordinary, are covered by provincial grants.

Government grants to an individual board are based on several factors that are meant to ensure that each student in the province, wherever he lives, will have access to educational opportunities as nearly as possible equal to the opportunities afforded any other student in the province. The *variable percentage grant plan* introduced in 1969 was designed to combine the concepts of local responsibility and equality of educational opportunity.

Local responsibility includes the obligation of a board to pay for education within its jurisdiction according to its ability to do so. To determine a school board's ability to obtain funds from local revenues, the principle of equalized assessment has been adopted. To encourage individual jurisdictions to contribute their fair share towards educational spending, provincial grants are based on the boards' actual expenditures.

Equalized assessment is a system of applying selected factors to local property assessment so that, for the purpose of calculating education taxation needs, assessment is on a common basis throughout the province. When the value of all property in the province is expressed on a common basis, the total provincial assessment calculated, and the total number of elementary and secondary school students in the province determined, then a provincial equalized average assessment per pupil at each level can be derived.

Obviously, not every municipality nor every board will have the same equalized average assessment per pupil. A board with a low equalized average assessment per pupil would require a high mill rate to collect the funds required to provide educational opportunities equal to those provided by boards with a high per-pupil assessment. This would place an unfair tax burden on these communities. To maintain a uniform mill rate for education, these school boards need a higher grant than boards with a high equalized average assessment per pupil. Each board, therefore, has an assessment index which is the ratio of the board's equalized assessment per pupil to the provincial equalized average assessment per pupil (B.E.A.P./P.E.A.P.). Each year, the Government of Ontario establishes the percentages of ordinary and extraordinary expenditures it will provide for a board of equalized average assessment per pupil (or average wealth). When a school board's assessment index is applied to the percentages to be borne by a board of equalized average assessment per pupil (two separate calculations are actually made—one for ordinary expenditures and one for extraordinary expenditures) and each result is subtracted from 100 per cent, the remainder is the percentage that will be provided by the provincial government grants. Thus an individual board's grant rates may be either below or above the provincial or average rates.

### Ceilings

While the provincial government attempts, by basing grants on actual board expenditures, to encourage reasonable local spending on education, it is also concerned about the rapid increases in educational expenditures and the resultant tax burden for the community. In an attempt to regulate expenditures, the Ministry has been imposing ceilings on ordinary expenditures since 1971. Between 1960 and 1970, school board expenditures averaged an increase of 13.5 per cent per year (6.5 per cent per pupil in constant dollars), reaching nearly \$1.7 billion in 1970.

Ceilings take the form of a maximum expenditure per pupil. When first introduced in 1971, the ceilings were \$545 per elementary school student and \$1060 per secondary school student. By 1974 elementary school ceilings had been increased to \$704 and secondary school ceilings to \$1231. The spending ceilings for the 1975 calendar year are \$926 for each elementary school pupil and \$1441 for each secondary school student.

A further important factor in the cost of education is related to the variations in per-pupil spending which

occur as a result of varying local needs and circumstances. Some conditions that create additional costs are the provision of Special Education services and personnel, the provision of technical and occupational courses, the maintenance of older schools, a low population density, compensatory education relating to disadvantaged children, the higher cost of goods and services in remote areas, and variations in teachers' salaries based on qualifications and length of service. The Ministry has developed a system of weighting factors which is used in adjusting a school board's per pupil ceilings to allow for these special circumstances.

The ceilings discussed above apply only to ordinary expenditures, which make up about 80 per cent of educational spending in the province. There are few limitations on extraordinary expenditures, although grants will be provided only for capital projects and for the provision of services approved by the Ministry.

The Ministry's grant system is administered by the School Business and Finance Branch, which maintains contact with associations of teachers, trustees, and other educators as well as with individual school boards. Advice and assistance in planning and budgeting are provided to school boards by the staff of the regional offices. A school board's forecasts, estimates, and actual financial statements are processed by computer, and the information is used to calculate final grant payments in any given year, to test proposed grant allocation policies for the following year, and to calculate per-pupil costs on a variety of bases.

### 1974-75 Budget

Nearly 90 per cent of the Ministry's budget is used for direct grants to school boards. During the 1974-75 fiscal year, in addition to the more than \$1.3 billion spent in grants to school boards, \$170 million was appropriated for other transfer payments. Of this sum, \$158.5 million went to the Teachers' Superannuation Fund and Commission, \$2.25 million to the Ontario Institute for Studies in Education, \$875 000 to Ontario scholarships, \$6.89 million to the Ontario Educational Communications Authority, nearly \$1 million to research grants, and \$.5 million to cultural and educational exchange and travel grants.

More than \$16.5 million was appropriated for the Special Education Branch, which operates the Ministry schools for children with visual and hearing handicaps and the educational programs in the 12 centres maintained by the Ministries of Health and of Community and Social Services. Another \$3 million was spent on the provision of correspondence courses to Ontario residents. A further \$5 million was appropriated for the education of teachers by the Teacher Education and Certification Branch.

The remaining \$30 million of the total Ministry budget of \$1.5 billion was used to cover the costs of operating the Ministry and providing general services to the educational community.

### Financial Management and Systems

The Ministry's Education Data Processing Branch offers a wide range of data processing services to the educational community of Ontario, to the Ministry itself, and to other ministries. Of special importance in the area of finance are the Payroll Personnel Administrative Service and the Financial Management System, which are available to school boards either on a service-bureau basis, using the Ministry's equipment, or on an in-service basis, using the school board's own equipment.

#### Payroll Personnel Administrative System

The Personnel Payroll Administrative System was designed to handle two main functions for school boards.

The *payroll function* includes all payroll operations for academic and non-academic staff—regular, casual, and summer supply teaching staff, and regular and casual non-teaching staff. The system calculates on the basis of hourly, daily, pay-period, and annual rates, taking into consideration such variations as shift premiums, bonuses, and overtime, taxable and non-taxable items, and pensionable, partially pensionable, and non-pensionable amounts. It produces pay cheques or deposit advice slips, T-4 slips, and a variety of listings and reports, including the payroll register, complete deduction listings, attendance and overtime reports, and income tax and T-4 reports.

The *personnel administration function* maintains records of sick leave, vacation, and service credits, and produces a personnel directory, Unemployment Insurance Commission separation certificates and other essential forms, and a variety of listings and reports as needed. Reports and listings can be programmed to suit the individual user, who has a choice of 16 sort sequences.

Currently, five school boards and the Ministry of Correctional Services are using this system commonly called PPAS.

#### Financial Management System

The Ministry has acquired a proprietary software package and modified it to satisfy the requirements of the educational community. This package handles purchase order processing and general ledger accounting and can be used as a budgetary tool in preparing annual projections. It has also added an inventory control extension to the system, which records stock balances of school supplies, books, and janitorial supplies; automatically produces inventory status reports, back order reports, and order slips; and originates the posting information for the accounting system. This system is provided on a cost-recovery basis.

All the activities of the Ministry and the school boards are carried on within the framework of legislation. One of the most important events of the 1974-75 fiscal year was the passing of Bill 72, The Education Act, 1974. This new act brings into one statute the five acts that had governed education in Ontario since 1954.

#### The Education Act, 1974

Although the new act, which became law on January 1, 1975, is primarily a consolidation, it also contains some significant changes and additions. Several of these deal with matters of special concern to school board members, such as eligibility for election to a Roman Catholic separate school board, revised limits on allowances and expenses to be paid to trustees, board member access to schools within the board's jurisdiction, and public access to school board and committee meetings. Others concern the qualifications of supervisory officers and directors of education. In addition, the act stipulates that any teacher referred to in a report requested by the board must be given a copy of that portion of the report that refers to him. The term *Roman Catholic* has been defined, for the purposes of the act, to include a Catholic of the Greek or Ukrainian rite in union with the See of Rome.

Probably of the greatest import to the public are those changes that directly affect the pupil. The parent or legal guardian of a student now has the right to visit the school that the student attends. The parent or legal guardian of a pupil, or the pupil himself if he is an adult, has the right to a hearing in the case of any suspension or expulsion. Procedures have been established whereby a decision can be made at the local level concerning the inability of a student to profit by instruction in an elementary school because of a mental or physical handicap. The Minister of Education is now authorized to permit a pupil, under certain circumstances, to leave school at 14 or 15 years of age and continue his education through an alternative program while remaining under the supervision of a principal until he reaches the age of 16. Such a regulation has been made to set out procedures for permitting a student to be excused from regular school attendance before his 16th birthday and for outlining the alternative program that he must undertake. This legislation is designed to provide the most suitable program for a student who is not benefiting from a regular school program.

It was as long ago as 1966 that Ministry personnel began reviewing the five existing education acts (the Department of Education Act, the Public Schools Act, the Schools Administration Act, the Secondary Schools and Boards of Education Act, and the Separate Schools Act) with a view to consolidating them, but the work proceeded slowly at first because of the impending formation of larger units of administration. Once these came into existence on January 1, 1969, the work of reviewing the education acts proceeded at an accelerated pace. The first draft of the new act was completed by the end of 1972. Recommendations and submissions were invited and received, and Bill 255 was given first reading on November 30, 1973. Further public reaction was sought, however, and more changes were made. On May 30, 1974, the new act was introduced as Bill 72, was given second reading on November 18, and sent to the Social Development Committee of the Legislature. Subsequently, it was debated by a committee of the whole House, given third reading, and finally Royal Assent on December 20, 1974.

Communication is an important aspect of the operation of any organization, but is especially important in an organization of the size and structure of the Ministry of Education, which has a staff of nearly 2350 people working in more than 30 locations. The elementary and secondary school systems of Ontario employ close to 100 000 people to provide classroom education for well over two million students. Add to these numbers the parents of the students and all the other members of the public who are interested in education and the job of communication becomes formidable. The Ministry has developed a number of methods for providing the desired information to the right people when it is needed.

### External Communications

For providing information to the educational community and the general public, the Ministry uses a regular newsletter, frequent specialized and general displays, two educational directories, news releases, radio and television broadcasts, a variety of publications, and a public enquiry service operated by telephone and correspondence. An increasing number of these services are being made available in the French language.

### *Ontario Education Dimensions*

The Ministry is responsible for the development of a philosophical framework and general programs for elementary and secondary education in Ontario. Among the tools used by the Ministry's central and regional office personnel in communicating Ministry policy to the educational community, which must translate it into specific programs at the local level, are the circulars and guidelines outlined in this report under "Programs for Education". Another important medium of communication, and one that is designed to disseminate Ministry policy and news to interested members of the general public as well as to the entire educational community, is a publication called *Ontario Education Dimensions*.

*Dimensions* is a news magazine that now has a circulation of about 80 000. This figure includes distribution, on request, to lawyers', doctors', and dentists' offices and to some barbershops and beauty parlours, undertaken as a means of making the publication available to the public. During the 1974-75 fiscal year, *Dimensions* was published eight times. These issues gave major coverage to the new Special Education Branch, the Ontario Teacher Education College, education spending ceilings, the new curriculum for the Primary and Junior divisions, the importance of teaching basic skills, and the new Education Act.

### **Displays**

During the past year increased emphasis has been placed on displays as a means of calling Ministry programs to the attention of specific groups. In keeping with this concept, displays were set up at the Conference of the American Association of the Mentally Retarded, held in Toronto, and at the combined Eighteenth Annual Convention of the Ontario Federation of Chapters and First Canadian Congress of the Council for Exceptional Children in Ottawa; at two major trustees' conferences; at the Canadian Educational Communications Conference; and at various events organized by the Correspondence Courses Section. A general display has been maintained in the Legislative Building and another was in the Ontario Government Bookstore for two months. A major feature of some displays, including those set up in connection with the Canadian Education Showplace, the Sportsman's Show, and the Conference of Ontario School Counsellors, has been the Student Guidance Information System, which has also been displayed on its own in numerous locations. Other displays included one set up in connection with Environment Week and one set up in the St. Lawrence Lounge of the Macdonald Block displaying PEOPLE and SPICE projects from the summer of 1974.

### **Directories**

To facilitate communication within the educational community, the Ministry produces two directories annually. The *Directory of School Boards* gives the full name and address of every school board in the province as well as the names of their senior officials. The *Directory of Education* lists publicly supported elementary and secondary schools in the province by school board and region: the information given includes each school's name and address, the principal's name, the grades taught, and the teacher and pupil counts. This directory also includes the names of school board and regional office administrators and supervisory officers.

### **Public Information Services**

The Ministry has a number of other programs designed to inform the public about the goals, policies, and programs of the Ministry and about Ontario's educational system generally.

Between April 1, 1974, and March 31, 1975, approximately 40 news releases were distributed to the Queen's Park press gallery and to weekly newspapers and other publications with an interest in education. In addition, 19 taped radio broadcasts (14 in English and 5 in French) and four television broadcasts were produced for free distribution on request to the province's radio and television stations.

During the same period, Ministry staff answered more than 10 000 telephone enquiries and several hundred letters from the general public requesting information on various aspects of the educational system.

### **Internal Communications**

In addition to the normal channels of communication used in the operation of any organization, the Ministry employs a number of special services and facilities to help its staff carry out their duties and to ensure that they are well informed concerning Ministry activities and news.

#### **Information Analysis Centre**

The central office library resource centre, designed to keep members of the Ministry informed about developments in education, consists of more than 50 000 books and periodicals. These are constantly under review to ensure that all materials are pertinent and up to date.

This library shares accommodation and some specialized reference materials with the library of the Ministry of Colleges and Universities. It also participates in an interlibrary loan service that gives it access to many more thousands of books and periodicals. In keeping with its growing function of providing information research services to the staff of the Ministry, the name of the library was changed in 1974 to the Information Analysis Centre.

#### **Audio-Visual Services**

The Communication Services Branch provides a complete range of audio-visual materials, equipment, and services to the Ministry's central and regional offices, the Ontario Teacher Education College, and the 16 schools operated by the Special Education Branch.

Screening rooms are provided for the previewing of films from the Ministry's collection, which comprises about 3000 educational films. During the 1974-75 fiscal year, 916 groups used the branch screening rooms and 72 new films were added to the collection. Workrooms are available for the preparation of audio-visual programs. From April 1, 1974, to March 31, 1975, 1001 audio-visual equipment loans and 3801 film loans were made to Ministry staff for professional purposes. In addition, videotapes are prepared for a variety of purposes and uses within the Ministry.

#### **Ministry News**

There are two regular programs intended to keep staff members informed about what is going on within the Ministry.

*News*, an internal newspaper published on a quarterly basis, gives information on matters of general interest to employees of the Ministry. It carries articles and photographs of Ministry activities and reports on developments of particular interest to staff members.

The Mass Awareness Program, initiated in 1973, is intended to keep employees informed of important events and appointments on a more timely basis. Brief news items are displayed on bulletin boards installed in two locations on each floor of the Mowat Block occupied by the Ministry of Education. The material is of current interest and may be changed as often as three times a week. During 1974, these MAP boards were installed in all the other Toronto locations of the Ministry, as well as in the regional offices and one of the hospital schools. It is expected that they will be in all Ministry locations by the end of 1975. News from all Ministry locations is solicited for dissemination by means of these bulletin boards.

### Communication Services Branch

The programs and services that have been described in this section are provided by the Communication Services Branch, which was set up in 1973. The branch performs a variety of functions, but its principal aims are (1) to implement and evaluate Ministry communication programs; (2) to advise and assist branch directors in planning comprehensive communication programs; and (3) to supply communication support services to all Ministry branches.

The branch is also responsible for the production of all Ministry materials. In this role, it provides editing, design, layout, and printing co-ordination services to all the Ministry's branches and offices. During the 1974-75 fiscal year, about 100 Ministry publications were produced by the Communication Services Branch. The major ones are listed on page 36.

From the individual teacher concerned with the day-to-day education of one small group of pupils to the Management Committee of the Ministry of Education, planning is a vital function at every level of the system.

### Planning at the Local Level

Planning within a school or a school board area is carried out at the local level, although frequently with advice or assistance from the Ministry's central or regional office personnel. Each of the nine regions also has a regional education council consisting of the directors of all the school boards in the region and occasionally other educational officials from the region. For instance, this year members of the Niagara Regional Council invited the Principal of the Ontario Teacher Education College in Hamilton, the Dean of the Faculty of Education at Brock University, and the Director of the Regional Office of the Ontario Institute for Studies in Education to join their group. Each regional council meets regularly with the Ministry's regional director and superintendents.

### Educational Resources Allocation System Task Force

Late in 1971, the Educational Resources Allocation System Task Force was set up to examine resources allocation in the elementary and secondary schools of Ontario and to make recommendations for improving the allocation methods used. As a result of their initial studies, the task force recognized the need to develop an integrated system that would involve educators and administrators in setting educational goals and objectives, analysing alternative ways of meeting these objectives with the resources available, choosing and implementing courses of action, and evaluating the results.

Close to 20 pilot projects have been set up since 1972 to apply the E.R.A.S. technique to a variety of educational systems. Because such a technique necessarily affects the entire operation of a school system, its development is invariably a long-term project. Interim reports have noted the progress made by individual pilot projects, but it is not anticipated that the task force will submit a complete report before August 1975. In the meantime, however, they have published a number of valuable documents that would be of use to any school system planning to set up an integrated planning, implementation, and review technique. Working Papers Nos. 5 and 6 were published late in 1974 under the titles *The Initial Stage in Implementing an E.R.A.S.* and *E.R.A.S. in Practice: The Development and Implementation of a Systematic Decision-Making Process*. The task force's Newsletter No. 8, issued in January 1975, listed the conditions or activities that characterize an operative educational resources allocation system.

### Planning at the Ministry Level

Much planning has to be done at the Ministry level to ensure that the Ministry's policies and programs are responsive to present-day needs and conditions; that suitably trained personnel are available to carry out all the functions of the system; that the facilities are available for the provision of the programs; that the finan-

cial resources are used to gain the greatest possible return; and that the structure of the Ministry is designed to support its functions.

The Government of Ontario has for some years required that a management approach known as *Management by Results* (M.B.R.) be used throughout its ministries and agencies to establish systematic planning, operating, and control methods and procedures. Ontario's M.B.R. system includes several elements: (1) the formulation of objectives and their relationship to provincial needs and goals; (2) in-depth analysis of existing and proposed plans; (3) linking of the planning and budgeting processes through a multi-year program and financial plan; (4) the assessment of performance; and (5) the systematic integration of all these elements in order to arrive at a more effective system for the allocation and management of resources. (It can be seen that the basic principles of the M.B.R. system are inherent also in the E.R.A.S. technique.)

#### Multi-Year Plan

The *Multi-Year Program and Financial Plan* (usually called the Multi-Year Plan or simply M.Y.P.) is the vehicle designed to give the management team the information it needs for effective decision-making. It is the programming device in the Management by Results system, and is used to develop a comprehensive timetable for the implementation of proposed and approved plans. It is an expression of the anticipated accomplishments and benefits of a program, a unit, a ministry, or the government as a whole, together with physical and human resource requirements and costs, projected for a number of years into the future. The Multi-Year Plan of the Ontario government is a combination of all the programs to be undertaken by the entire government, and a ministry M.Y.P. is a combination of all the programs to be undertaken by a ministry.

The Ontario government now works on a three-year multi-year-plan basis. Each year, every branch of the Ministry of Education prepares its own projections for a three-year period. The Planning and Research Branch co-ordinates the review of these individual plans and assists senior management in preparing the Multi-Year Plan of the Ministry for presentation to the Cabinet Committee on Social Development, which covers five ministries. The committee considers the plan within the context of the government's priorities for social development, and presents the overall summarized budget for the Social Development Policy Field to the Policy and Priorities Board of Cabinet, which establishes constraints and priorities for the Ontario government as a whole. The final level of approval on policies and priorities is the Cabinet.

The first year of the Multi-Year Plan is usually sufficiently firm to provide the information needed for the preparation of the spending estimates, taxation proposals and fiscal policies, and performance targets for the year. Even so, budget figures are estimates, and changes frequently occur during the realization of plans.

#### Goal-setting and Review

One additional program intended to co-ordinate the daily operations and help achieve the long-range goals of the Ministry is the goal-setting and review system. Goal-setting and review procedures apply the principles of the Management by Results system to individual projects.

Interim Report No. 6 of the Committee on Government Productivity was published in April 1972. One of the recommendations of this report (*Report on the Utilization of Human Resources in the Ontario Public Service*) was that a goal-setting and performance review system based on output should be developed for individual jobs.

The concept of goal-setting and review is characterized by the translation of organizational goals into individual job goals and performance measures, which are reviewed and reset regularly. Under a goal-setting and review system, management and staff jointly identify the goals of individual jobs, define their objectives in terms of results expected, and decide how these results will be assessed. It was suggested that the implementation of such a program should begin at the senior levels so that senior administrators would have the experience of establishing their own goals and measuring their achievements against these goals before introducing similar processes to their subordinates.

The Ministry has made good progress with the implementation of its goal-setting and review program at the senior and middle management levels. Some branches initiated the system more than a year ago. During the fiscal year of 1974-75, orientation workshops, conducted by one of the Ministry's management-by-objectives experts, were held by 11 branches. Some of these workshops involved the entire staff. Some of these branches have also held their second orientation session, which is a writing session for establishing overall goals, objectives, activities, and criteria for measurement of performance. This second session is followed by a series of meetings between an individual and his supervisors to ensure agreement on the stated objectives and the performance criteria of individual jobs. About six months later, a performance review is held to determine whether the goals have been met and to examine problem areas.

Some of the regional offices have also held orientation sessions during the past year, with assistance from the central office. Some of the other regional offices and branches have set up their own goal-setting and review program orientation workshops, assisted, in some cases, by their own officers who had had the opportunity of participating in a management-by-objectives workshop.

In February 1975, the Ministry appointed a Coordinator of Professional Manpower Planning and Development on a two-year assignment. A major responsibility of this position will be the Ministry's goal-setting and review program.

## **Ministerial Committees, Commissions, and Task Forces**

### **Committee on the Costs of Education**

The Committee on the Costs of Education, chaired by Mr. Thomas McEwan, released its fourth interim report in July 1974. This report deals with planning and demographic influences on school enrolment.

### **A Committee on the Study of Differences between Elementary and Secondary School Ceilings**

This committee, composed of representatives of both the Ontario Teachers' Federation and the Ministry, reported to the Minister in June 1974 and recommended that the differential between the elementary and secondary ceilings be reduced. Subsequently, additional monies were made available at the elementary level with a view to improving programs for children in their formative years.

The committee has been reconvened and a second report is expected in June 1975.

**Committee to Review the Reports of the Select Committee on the Utilization of Educational Facilities**  
The Ministry's Committee to Review the Reports of the Select Committee on the Utilization of Educational Facilities submitted its final report to the Deputy Minister in March 1975 and was requested to submit it to the Social Development Committee of the Cabinet.

**Educational Resources Allocation System Task Force**  
The Educational Resources Allocation System Task Force was established to help school personnel achieve more effective management of resources in the light of their immediate and long-term objectives. During the past year, the E.R.A.S. Task Force has been engaged in two major tasks: the completion of 15 pilot projects carried out in co-operation with school systems in the province, and the preparation of a final report and manuals. The latter will be completed during August 1975.

In conjunction with these endeavours, the task force also issued the following interim publications:

Working Paper No. 5: *The Initial Stage in Implementing an E.R.A.S.*

Working Paper No. 6: *E.R.A.S. in Practice: The Development and Implementation of a Systematic Decision-Making Process*

Working Paper No. 7: *Programming*

Working Paper No. 8: *Human Resources in Education*

### **External Evaluation Committee for the James Bay Education Centre**

In October 1974, an external evaluation committee was established to report on the affairs of the James Bay Education Centre, then in its seventh year of operation. The external evaluation was conducted at the same time as the separate internal evaluation undertaken by the board of governors of the centre.

The committee was charged with investigating the operation of the centre, reporting on the effectiveness of current programs, and making recommendations as to ways in which the centre could best meet the educational needs of the residents of the James Bay area.

Members of the committee were Miss Verna Kirkness, National Indian Brotherhood, appointee of the Department of Indian Affairs and Northern Development; Gilbert G. Faries, former vice-chairman of the board of governors of the centre, nominee of Grand Council Treaty 9; and Donald S. Felker, Chairman, appointee of the Ontario Ministry of Education.

### **The Ministerial Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto**

The report of the Ministerial Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto, under the chairmanship of Mr. Barry Lowes, was tabled in the Legislature in June 1974. The Ministry invited the educational community to comment on the report's 90 recommendations. The recommendations and the 45 briefs submitted in response to the report have been given detailed analysis by the Ministry.

### **Ministerial Committee on the Teaching of French**

The 12-member Ministerial Committee on the Teaching of French, under the chairmanship of Robert Gillin of the Ministry's Western Ontario Regional Office in London, presented its report in September 1974, following 15 months of study and investigation. The report's description of the three levels of achievement in French, and of the time and effort normally needed to achieve each of the levels, will greatly help Ontario school boards in their efforts to revise their French programs.

The report's implications for teacher supply, funding, and curriculum materials are currently being reviewed by the Ministry.

### **Task Force on Career Development for Support Staff**

In October 1974 a task force on career development for all support staff in the Ministry was established to study and report on all matters related to opportunities for career development, and to review the status of women in the Ministry and the utilization of their talents. Mrs. Lenora Pullen was appointed as chairman and Miss Gladys Munnings as consultant.

Objectives and priorities have been established in the fields of guidance and counselling in the schools, in curriculum development, in research activities, in summer employment programs for students, and in other areas. The intent behind these objectives is to encourage schools across the province to reflect in their programs an awareness of the changing occupational outlook of women in today's society, and to place greater emphasis on career guidance and counselling related to the changing needs of women in today's society.

# **Publications**

*Issued during the fiscal year beginning April 1, 1974,  
and ending March 31, 1975*

## **Directories**

Directory of Education 1974-75  
Directory of School Boards 1975

## **Circulars**

Canadian Studies: A Supplement to H.S.I 1975-76 and  
1976-77  
Circular 14: Textbooks/Circulaire 14: manuels  
scolaires 1975  
Circular 14A: Textbooks/Circulaire 14A: manuels  
scolaires 1974  
Circular 14B: Textbooks/Circulaire 14B: manuels  
scolaires 1974  
Circular 15: Canadian Curriculum Materials (1974)  
Exigences des diplômes d'études secondaires : H.S.I  
1975-76 et 1976-77  
Répertoire 15 : matériel didactique canadien  
Secondary School Diploma Requirements: H.S.I  
1975-76 and 1976-77

## **Guidelines**

L'informatique, cycles intermédiaire et supérieur  
Le milieu et nous, cycles intermédiaire et supérieur  
(document provisoire)  
People of Native Ancestry, A Resource Guide for the  
Primary and Junior Divisions  
La politique et nous, cycle supérieur

## **Reports**

Committee on the Costs of Education: Interim Report  
No. 4  
Educational Resources Allocation System Task Force  
Newsletters 5, 6, 7, and 8  
Educational Resources Allocation System Task Force  
Working Paper No. 5: The Initial Stage in Imple-  
menting an E.R.A.S.  
Educational Resources Allocation System Task Force  
Working Paper No. 6: E.R.A.S. in Practice: The  
Development and Implementation of a Systematic  
Decision-Making Process  
Education Statistics Ontario, 1974  
Report of the Minister of Education to the Legislative  
Assembly, 1973  
Report of the Ministerial Committee on the Teaching  
of French  
Système d'affectation des ressources pédagogiques,  
Exposé initial du groupe d'étude  
Système d'affectation des ressources pédagogiques,  
Document de travail n° 1 du group d'étude : buts  
et objectifs des systèmes scolaires

Système d'affectation des ressources pédagogiques,  
Document de travail n° 2 du groupe d'étude :  
structures des programmes

Système d'affectation des ressources pédagogiques,  
Document de travail n° 3 du groupe d'étude :  
évaluation au sein des systèmes scolaires

Système d'affectation des ressources pédagogiques,  
Document de travail n° 4 du groupe d'étude :  
comptabilité et préparation du budget par  
programmes

## **Periodicals**

Ministry of Education News (4 issues)  
Ontario Education Dimensions (8 issues)

## **Calendars**

Correspondence Courses 1974-75  
Professional Summer Courses for Teachers/Cours  
professionnels d'été pour enseignants, 1975  
Numerous brochures and program outlines on specific  
courses, seminars, and programs

## **Miscellaneous**

Student Guidance Information System Careers Master  
List, 1974/75  
Numerous brochures and booklets on Ministry  
programs and services



Identification No. 75-76/5136



